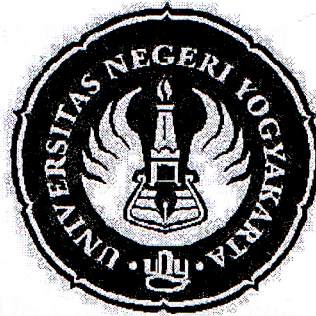


**THE CHARACTERISTICS OF THE ENGLISH TEACHING-LEARNING
PROCESS IN THE BUSINESS TRAVEL PROGRAM
AT SMK NEGERI 6 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2010/2011**

A THESIS

Submitted as partial fulfillment of the requirements of the attainment for the
degree of *Sarjana Pendidikan* in English Language Education



By:

Citra Puspitaningrum

05202241058

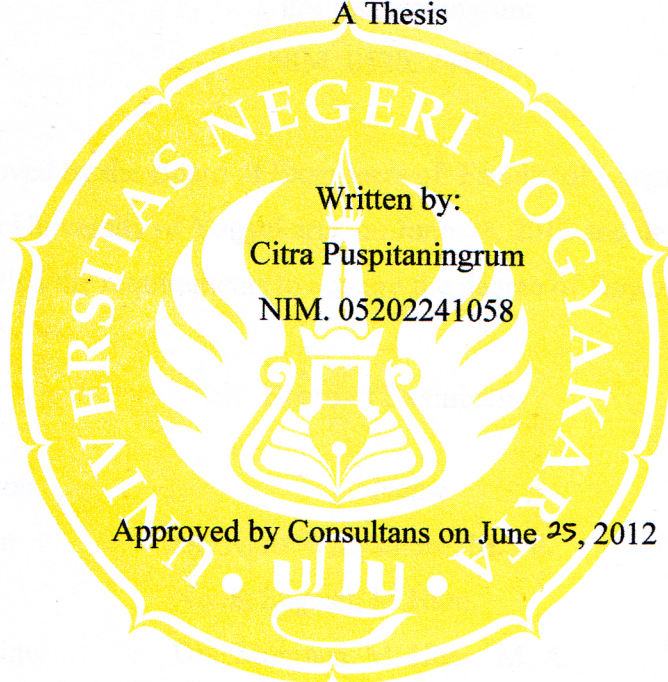
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
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APPROVAL SHEET

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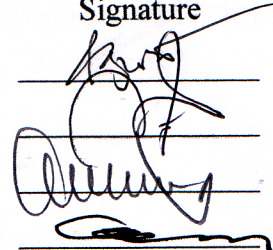
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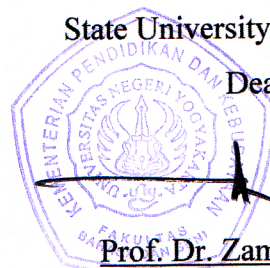


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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 25 Mei 2012

Peneliti



Citra Puspitaningrum

MOTTOS

Yesterday is history, the next day is mystery, and today is a gift.

That is why it is called “present”.

(Kung Fu Panda)

Dream, believe, and make it happen.

(Agnes Monica)

DEDICATIONS

I dedicate this work to:

- ☺ My father, Harry Wahyudi, and my mother, Rusminah, for the incomparable love, support, encouragement, and patience given to me up to now. Hopefully, Allah SWT may give us a long life, so that I can bring much happiness for you in future. May Allah SWT bless us in every step we take. Amin.
- ☺ My sister, Restu Asih Kusumaningrum, and her husband, Ahmad Nurhidayad, for the love and the support given to me.
- ☺ Lil' Altaf, for the joyful moments given to me. Thanks for cheering up my days.

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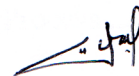
I also would like to express my gratitude and appreciation to the numerous people who have helped me, supported me, and gave the inspirations for me during the process of finishing this thesis.

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Finally, I do realize that this work is still far from being perfect. However, I hope that this thesis will give a contribution to all of the readers and will be advantageous for the development of the English teaching-learning.

Yogyakarta, March 30, 2012



The writer
Citra Puspitaningrum

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**THE CHARACTERISTICS OF THE ENGLISH TEACHING-LEARNING
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by
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ABSTRACT

This research has the objective of describing the characteristics of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta in the Academic Year of 2010/2011. It is conducted so that the description of the English teaching-learning process can be used as a model for other vocational schools to design the effective and efficient English teaching-learning process.

This research is descriptive qualitative research. The respondents were the English teachers and the students of the Business Travel Program. The key instrument was the researcher. The data was collected by observing the English teaching-learning process in the Business Travel Program and conducting five interviews with the English teachers and the students. The data gained by the researcher are in the form of field notes, interview transcripts, and some documents. The data were analyzed through the process of categorization. To get trustworthiness, the researcher used a triangulation technique.

The results of the research show that the characteristics of the English teaching learning process can be divided into two issues: (1) the planning which consists of (a) the course design which was arranged suitable with the Standard of Competences and Basic Competences (SK/KD) and the different focuses are put precisely for each grade, (b) the syllabus which was arranged systematically based on the SK/KD and was done together by the Association of Course Teacher (MGMP) to identify the indicators and determine the learning materials, learning assessments, time allocation, and the learning sources so that it can be very detailed; (2) the implementation which embodies: (a) the materials including the coursebook and other sources such as the sources taken from the Internet access or tourism brochures which were provided to give variety and authenticity for the teaching-learning process, (b) the methods which were used including exploration, elaboration, and confirmation, (c) the techniques including taking notes, teacher-students questions and answers, class conversation and discussion, class or group drills and exercises, problem-centered group activity, and communicative games, (d) the teachers' roles including as a controller, organizer, and resourceful person.

CHAPTER I INTRODUCTION

A. Background of the Study

It is a fact that the globalization era has come. This means every country in the world should be ready to compete with other countries in many aspects of life especially in politics, economics, industry, science, and technology. All countries, including Indonesia, should be able to survive and defend the existence against other countries. They should improve their power to face the globalization era. Human resource is the key to be successful in this competition. The quality of the human resources will determine the quality of the country. Because of that, it is a must for every country to improve the quality of their human resources to be ready to face the global industry. One of the ways to improve the human resources is through education. Through education, people will get more knowledge and skills. One of them is the English communication skill. The English communication skill has an important role in the globalization era. English has been declared as the international language and is used in many aspects of global life. In Indonesia, English has been taught from elementary schools until senior high schools.

Vocational schools are a type of senior high schools which focus on preparing students for being ready to work directly after they have graduated. In Indonesian vocational schools or *Sekolah Menengah Kejuruan*(SMK), English is taught as a lesson in the category of science and technology which is aimed to

apply science and technology to develop competency, skills, and independency in working. This means that the English lesson should be emphasized on the learners' skill, knowledge, and attitude in order to make them competent for working.

There are many skill competency programs which are held in SMK. One of them is the Business Travel Program. It is a skill competency program of vocational schools which prepares the students to be able to fulfill the job demand of tourism industry, for example to be a tour guide, tourist information staff, etc. Because the scope of tourism industry is international, the English communication skill is very important for the students of this program so that they can be accepted in the tourism industry after they graduate. Because of that, the English teaching-learning process in SMK, especially for the Business Travel Program, needs an appropriate format in order to achieve adequate effectiveness and efficiency and to get both qualified output and qualified outcome as the decided aim. One of the ways to find the appropriate format is by knowing and learning the characteristics of the teaching-learning process at schools that have fulfilled the standard of national education and then using the findings as a model to design the effective and efficient English teaching-learning process. The characteristics of the English teaching-learning process can be identified through a research.

SMK Negeri 6 Yogyakarta is one of the vocational schools in Indonesia which prepares the students to get particular jobs. The Business Travel Program is also held in this vocational school. It also has been certified A-Level by *Badan Akreditasi Nasional* (BAN) in 2009 and applying ISO 9001:2000 since 2008. For

improving the English skills of the students, SMK Negeri 6 Yogyakarta cooperates with the American Indonesian Exchange Foundation (AMINEF) to provide a native speaker teacher from the program of English Teaching Assistantship (ETA). It increases the quality of the English teaching-learning process, including that for the Business Travel Program. However, not every Business Travel Program in other SMKs is as good as that in SMK Negeri 6 Yogyakarta. This condition can influence the effectiveness of the English teaching-learning process and inhibit the achievement of the decided aim. Because of that, it is necessary to investigate the characteristics of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta by doing this research. With this research, the characteristics of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta can be described so that it can be used as a model to develop the effective and efficient English teaching-learning process in other vocational schools.

B. Identification of the Problem

Vocational high schools, or *Sekolah Menengah Kejuruan* (SMK), are secondary schools which are programmed for preparing learners for particular jobs (Indonesian Law no.20/2003 about National Education System). To reach this aim, the English lesson should be suited to meet students' needs in the future jobs. It is suitable with the Government's Rules no 19/2005 about the Standard of National Education which categorizes English into the science and technology lessons. This category is aimed to apply science and technology to develop

competency, skills, and independency in working. It means that the lesson should be adapted or designed to support the students in developing the basic knowledge and competency for working. This concept is relevant with English for Specific Purposes (ESP), as Dudley-Evans and St. John (1998:4-5) state, ESP is defined to meet specific needs of the learners. It means that it is appropriate to be applied in the English teaching-learning process in vocational schools to prepare the students for a specific job.

Like the other teaching-learning processes in General English, the English teaching-learning process in vocational schools consists of components which interact with one another, such as the course design, teacher, students, material, method, setting, and the supporting facilities. The characteristics of each component will influence the characteristics of the English teaching-learning process in SMK.

The course design is one of the components which has a crucial role in determining the characteristics of the English teaching-learning process in vocational school. As written above, ESP is defined to meet specific needs of the learners. This means that the English teachers should be concerned with designing appropriate courses for various groups of learners so that the language courses will fulfill the learner's needs. That is why the course design for ESP is a substantial and important part of the work load. Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching, and evaluation. Different findings from those questions will affect the

course design which will give effect too in holding the implementation of ESP. The accurate findings will make the course design more appropriate to be applied and then it will make the English teaching-learning process more effective and efficient in order to get qualified output and qualified outcome as the decided aims.

The second component that is also important is the English teacher. The teacher of ESP has some more complicated roles because in addition to the normal function of a classroom teacher, the teacher will have to deal with needs analysis, syllabus design, materials writing, and evaluation. Moreover, the teacher has to orientate themselves to a new environment of linguistic terms based on the students' needs. Consequently, an English teacher who has competency and knowledge in teaching and learning ESP to reach an effective and efficient English teaching-learning process in order to get qualified output and qualified outcome as the decided aims is needed.

The third component that determines the characteristics of the ESP teaching and learning process is the students. Students, as the subject of the English learning, have two aspects. Those aspects are competency and personality. The competency can be divided into cognitive, affective, and psychomotor aspects while the personality contains characteristics that the students have. Each student has his own competency and personality that differ from one to another. This condition will affect the different responses from one to another toward the ESP teaching and learning process.

The next component, material, also handles an important role in determining the characteristics of the ESP teaching and learning process. The ESP material is designed based on the specific subject area of the particular learners. Moreover, it is necessary to define the objectives in designing the learning materials. This variety of the subject areas and objectives will influence the learning materials design and will give different stimuli to the students.

The method that is used in the ESP teaching and learning process is also one of the crucial components that influence the characteristics. It deals with the pedagogical practices in the language learning as a developmental process. This component is substantial because it is a vital element in the success or failure of the learning.

Furthermore, setting can also give effects on the characteristics of the ESP teaching and learning process. It deals with when and where the ESP teaching and learning process is held. The time and the place when the students should involve in the teaching and learning process can give various conditions such as the readiness of the students that affects the success or failure of the learning.

Lastly, the supporting facilities such as learning equipment and media also have important roles in the success or failure of the learning. They will be very helpful in delivering the material and can give a variety in the teaching and learning process.

C. Limitation of the Problem

This research tried to investigate the characteristics of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta in terms of two issues: the planning, and the implementation. The planning consists of the course design and the syllabus, while the implementation embodies the teachers' role, the techniques, the methods, and the materials. This research did not investigate some other components, such as the lesson plan, the students, and the evaluation.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem, the problem is formulated as follows: what are the characteristics of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta like?

E. Objective of the Research

This research is aimed to investigate the characteristics of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta.

F. Significance of the Research

1. For the English teachers at SMK in general, it is expected that the result of this research will give them new knowledge about the characteristics of the

English teaching-learning process which can be used by them as a model to design the effective and efficient English teaching-learning process at the schools where they teach.

2. The result of this research will give information about the characteristics of the English teaching-learning process to the teachers of English where the research is conducted and this information can be used by them as an input to make better efforts in the next English teaching-learning process.
3. It is expected by the principal of the school where the research is conducted as an input to support and to increase the quality of the next English teaching-learning process.
4. The result of this research will inform the Yogyakarta State University as *Lembaga Pendidikan Tenaga Kependidikan* (LPTK), a university educating teachers to be, about the characteristics of the English teaching-learning process at vocational schools, as an input to make better efforts in preparing candidates of English teachers so that the intended English teachers will have high competence in conducting the English teaching-learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English for Specific Purposes

a. Definition of ESP

Stevens (1988: 1-2) defines ESP by identifying its absolute and variable characteristics. For the absolute characteristics, he states that ESP consists of English language teaching which is:

- 1) designed to meet specified needs of the learner;
- 2) related in content (i.e. in its themes and topics) to particular disciplines, occupations, and activities;
- 3) centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc, and analysis of the discourse; and
- 4) in contrast with general English.

Moreover, Stevens identifies two variable characteristics as follows: ESP may be, but is not necessarily:

- 1) restricted as to the language skills to be learned (e.g. reading only); and
- 2) not taught according to any pre-ordained methodology.

Based on Stevens' definition, Dudley-Evans and St. John (1998: 4-5) give a modified definition. They remove the absolute characteristics that "ESP is in contrast with general English" and add more variable characteristics. They define the absolute characteristics into three characteristics. They are

- 1) ESP is defined to meet specific needs of the learners;
- 2) ESP makes use of underlying methodology and activities of the discipline it serves;
- 3) ESP is centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities.

For the variable characteristics, Dudley-Evans and St. John (1998: 4-5) complete them into five characteristics, as follows:

- 1) ESP may be related to or designed for specific disciplines;
- 2) ESP may use, in specific teaching situations, a different methodology from that of general English;
- 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- 4) ESP is generally designed for intermediate or advanced students; and
- 5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

A broader definition of ESP is proposed by Hutchinson and Waters propose (1987:19). They theorize that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Furthermore, Ian Martin (1992: 44) says that the essence of ESP is a simple one: it is planned, ecological approach to language teaching-learning which is sensitive to the learners' local occupational purposes, immediate or

projected. He also identifies four aspects of knowledge for ESP (1992: 108) as follows:

- 1) knowledge of language,
- 2) knowledge of content,
- 3) knowledge of text-types, and
- 4) knowledge of learning and procedures (one's purposes for learning, one's ability and style of learning, learning to use language more efficiently, etc)

b. Types of ESP

David Carter (1983) identifies three types of ESP:

- 1) English as a restricted language,
- 2) English for Academic and Occupational Purposes, and
- 3) English with specific topics,

The language used by air traffic controllers or by waiters are examples of English as a restricted language.

The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (Mackay and Mountford: 1978, 4-5).

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. Different from Carter who is categorizing

English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) under the same type of ESP, Dudley and Evans divide them into two main categories. This is similar to Hutchinson and Waters (1987: 19) in the “Tree of ELT” that state EAP courses often have a study skills component, whereas EOP is more related with vocational purposes, often called English for Vocational Purposes (EVP) or Vocational English as a Second Language (VESL).

The third type of ESP identified by Carter (1983) is English with specific topics. This type of ESP is concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Different from Carter, Hutchinson and Waters (1987: 19) in the “Tree of ELT” break down ESP into:

- 1) English for Science and Technology (EST),
- 2) English for Business and Economics (EBE), and
- 3) English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). It has been explained above that EAP courses often have a study skills component, whereas EOP is more related with vocational purposes, often called English for Vocational Purposes (EVP) or Vocational English as a Second Language (VESL).

2. The Components of the English Teaching-Learning Process

The English teaching-learning process is a system consisting of components which interact with one another. Hutchinson and Waters (1987: 3)

mention several components which are involved in ESP teaching-learning process. They are course design, syllabus, material, methodology, techniques, and teacher's role.

a. Course Design

Course design is the process by which the raw data about learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge (Hutchinson and Waters, 1987: 65).

Moreover, Hutchinson and Waters (1987: 74) propose a learning-centred approach for designing an ESP course. They state that a learning-centred approach to course design takes account of the learner at every stage of the design process. This has two implications:

1) Course design is a negotiated process

There is no single factor which has an outright determining influence on the content of the course. The ESP learning situation will both influence the nature of the syllabus, materials, methodology, and evaluation procedures. Similarly each of these components will influence and be influenced by the others.

2) Course design is a dynamic process

It does not move in a linear fashion from an initial analysis to a completed course. Needs and resources vary with time. The course design, therefore, needs to have built-in feedback channels to enable the course to respond to development.

They also explain the learning-centred course design process as shown in the diagram below:

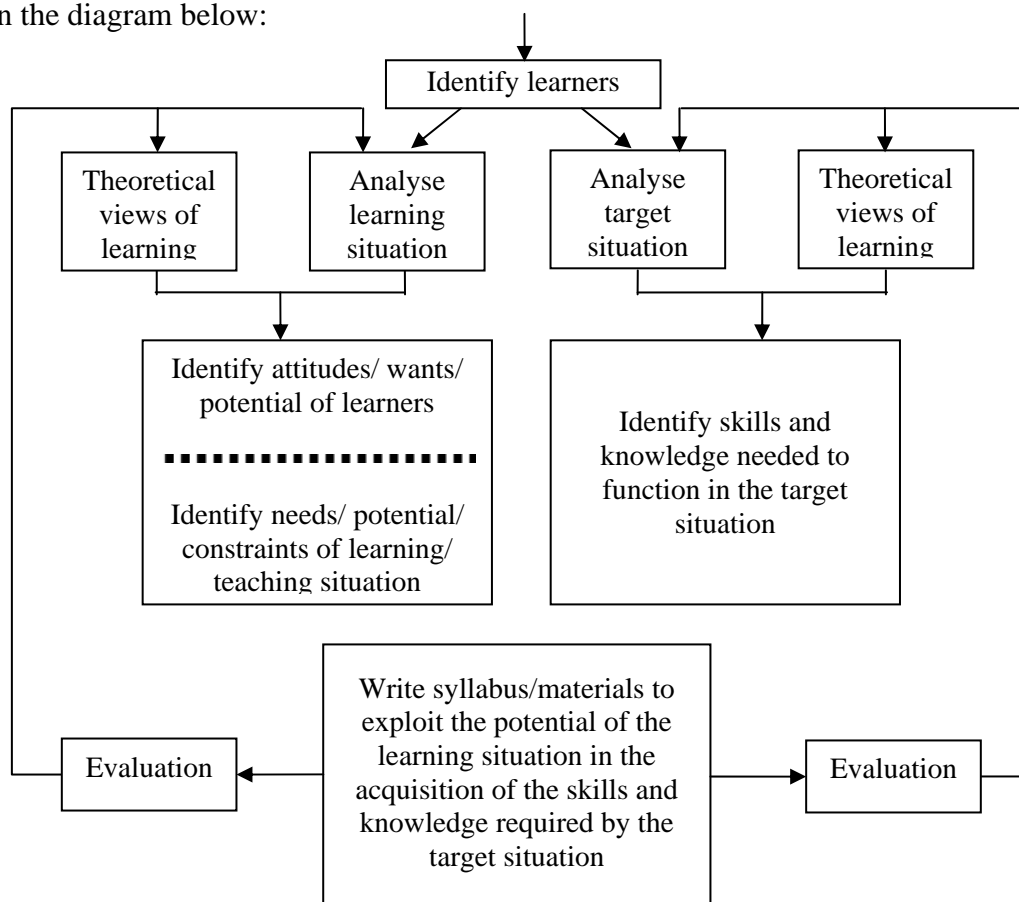


Figure 1: A learning-centred approach to course design

b. Syllabus

Based on Brown (2001: 16), syllabus is the designs for carrying out a particular language program. The features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

Harmer (2001: 295) adds that syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence. The designer is concerned not just with list of what will be taught and in what order,

but also the planning, implementation, evaluation, management, and administration of education programs.

Harmer (2001: 295-296) also makes a number of criteria that should be concerned in designing a syllabus:

- a. learnability
- b. frequency
- c. coverage
- d. usefulness

According to Hutchinson and Waters (1987: 92), the ESP syllabus is usually derived from a detailed analysis of the language features of the target situation. It is the detail of this analysis which produces the restricting influence on the methodology.

In a learning-centred approach, they explain further, the methodology cannot be just grafted on to the end of an existing selection of syllabus items and texts: it must be considered right from the start. To achieve this, the syllabus must be used in a more dynamic way in order to enable methodological considerations, such as interest, enjoyment, learner involvement, to influence the content of the entire course design.

Hutchinson and Waters (1987: 85-88) also mention many types of syllabus. One of them is the notional-functional syllabus. Harmer (2001: 297) explains the notional-functional syllabus emphasizes on the communicative functions. These language functions are events which “do things” such as inviting, promising, and offering. Then, the exponents for (ways of expressing) each

function were chosen. Furthermore, according to Richards (2001: 37), a notional-functional syllabus should comprise three categories of meaning: semantic-grammatical meaning (including time and quantity), modal meaning (including an indication of certainty and attitude of the speaker), and communicative function (including requests, complaints, and compliments, among of vast array of others).

c. Material

Hutchinson and Waters (1987: 106-108) state that materials writing is one of the most characteristic features of ESP in practice. They mention some principles of useful and creative ESP materials as below:

1) Materials provide a stimulus to learning.

Good materials do not teach. They encourage learners to learn. Good materials will contain: interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with.

2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.

Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning. The materials model must be clear and systematic, but flexible enough to allow for creativity and variety.

3) Materials embody a view of the nature of language and learning.

Materials should reflect the learning process and what language learning consists of.

4) Materials reflect the nature of the learning task.

Materials should try to create a balanced outlook which both reflects the complexity of the task and makes it appear manageable.

5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.

6) Materials provide models of correct and appropriate language use

d. Methodology

Brown (2001: 15) defines methodology as pedagogical practices in general (including theoretical underpinnings and related research) or it could be defined whatever considerations which are involved in “how to teach”.

In Indonesia, the standard of the teaching-learning process is explained in *Permendiknas* no. 41/2007. The teaching-learning activity uses the methods which are designed in line with the characteristics of the students and the course, including the process of exploration, elaboration, and confirmation.

1) Exploration

In this activity, the teacher:

a) involves the students to find the information related to the topic/theme of the material which will be learnt from many kinds of learning sources,

- b) uses many learning approaches, media, and other learning sources,
- c) facilitates the interaction among the students with the teacher, the environment, and other learning sources,
- d) involves the students actively in each learning activity, and
- e) facilitates the students to practice in the laboratory, the studio, or the field.

2) Elaboration

In this activity, the teacher:

- a) makes the students accustomed to read and write through several meaningful assignments,
- b) facilitates the students by giving assignment, discussion, etc to bring out the new idea, both in oral or written form,
- c) gives a chance to think, analyze, solve a problem, and do an action without being afraid,
- d) facilitates the students in the cooperative and collaborative learning,
- e) facilitates the students to compete supportively to improve the learning achievement,
- f) facilitates the students to report the exploration activity, in oral or written form, individually or in group,
- g) facilitates the students to present their individual or group work,
- h) facilitates the students to join a tournament, festival, etc, and

- i) facilitates the students to do the activities which can improve the students' pride and confidence.

3) Confirmation

In this activity, the teacher:

- a) gives a positive feedback and motivation orally, in written form, gestures, or by giving a reward to the student' achievement,
- b) confirms the students' exploration and elaboration results through various resources,
- c) facilitates the students to do the reflection to get the learning experiences, and
- d) facilitates the students to get the meaningful experiences in reaching the basic competencies.

e. Techniques

Brown (2001: 16) defines techniques as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing the lesson objectives.

Moreover, Ian Martin (1992: 197-199) identifies various techniques which can be used in the classroom:

- 1) Teacher presentation, students listen (take notes)

This is a very important, very basic type, and can be used when the directions, facts, and information must be given by the teacher to the whole class.

- 2) Teacher-students questions and answers

After an input text has been read or listened to by the students, the teacher can ask display questions in which students “display” that they have understood the passage or read the questions (open-ended questions) which may have many possible correct answers.

3) Class conversation and discussion

The teacher has set the students a problem to solve, and encourages them to discuss possible answers among themselves and arrive at a conclusion.

4) Teacher-student conversation

In a such simulation of a telephone conversation, the teacher plays one role (e.g. a foreign client) and the student plays another role (e.g. a company employee). It can be repeated for several students. Other students may practice on their own or listen and comment.

5) Interpersonal group with the teacher

The teacher has set a problem to solve (perhaps in small groups or pairs). Once they has started, the teacher goes from one group to another group listening to their solutions and offering suggestions, answering questions, etc.

6) Seat work

The teacher has assigned exercises or writing assignments to be accomplished individually by the students at their desks.

7) Class or group drills and exercises

For the oral exercises, for example, students can practise telephone formula for the purpose of automatization. While dictation, taking up exercises (students write on the blackboard), etc are some examples for the written exercises.

8) Problem-centred group activity

A problem situation has been set in which the class is divided into groups. The teacher gives time to the students to solve the problem. She is “available” for help, on request. The groups will report to the whole class when they have finished.

9) Communicative games

Many games, competitive or cooperative ones, are possibly played in the class, for example charades, miming out a situation, etc.

10) Free role-play, dramatization

The teacher assigns roles to the students in pairs or small groups. She writes instructions on cards, and students are given a short time to prepare. Then, they are supposed to interact, staying inside their assigned role. The teacher can help during preparation, and will give feedback at the end.

11) Self-access

A special room (or corner of classroom) is set aside with a variety of materials (some with tasks written) which the students can use, without the direct teacher supervision.

12) Interactive self-access

It seems like self-access, but with the learning activities requiring either more than one learner or interaction with a computer.

13) Controlled role-play, simulation

It is a very valuable methodology for ESP classes. Simulations are activities where the learners discuss a problem within a defined setting. It involves role-play where the participants interact as themselves (or as other people) in imagined or created situations. They contain background information on the problem, materials, roles for the participants, and guidelines of carrying out the “solution” to the problem. The teacher selects a problem-situation from the ESP environment, develops materials, assign roles, and assists the learners to prepare to “solve” the problem. She observes the interaction and provides feedback to the students’ performance at the end.

14) Student-student conversation

This activity can solve a simulated problem, or it may work on a learning activity which they have defined in conjunction with the teacher.

15) Interpersonal group without the teacher

Learners do learn without the teacher. Here, in an ESP program, provision has been made for learners to work on a problem (in English) without any teacher intervention. They may be doing some project work. Here, learners have identified a topic or activity which they would like to work on, on their own. The project may be initiated

by the teacher, but will take the learners outside the class in order to research the project and write it up for written or oral presentation (or both) to the class.

f. Teacher's Role

The teacher has an important role in the teaching and learning process. A teacher should understand what role he has to take in the classroom. Jeremy Harmer (2001:57) says that within the classroom, the teacher's role may change from one activity to another, or from one stage of an activity to another. He mentioned some teacher's roles as below:

1) Controller

When the teacher acts as controller, he is in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own group. Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

2) Organiser

A teacher as an organiser should organise students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

3) Assessor

The teacher has to act as an assessor, offering feedback and correction, and grading students in various ways in order to give indication of whether or not the students are getting their English right.

4) Prompter

For some cases, the teacher should be able to decide when he should help the students if they are 'lost for words' or encourage them to think creatively to find the alternative words

5) Participant

There are times for the teacher to join in an activity not as teacher, but also as a participant. With this way, teacher can enliven things from the inside instead of always having to prompt or organise from outside the group.

6) Resourceful person

A teacher can be one of the most important resources for the students when they want to know some information or to be a guidance as to where they can go to look for the information.

7) Tutor

When students are working on longer projects, the teacher can act as a tutor, combining the roles of prompter and resource, working with individuals or small groups, and pointing them in directions they have not yet thought of taking.

8) Observer

The teachers should observe what the students do so that they can give them useful feedback for the group and individual student.

Beside taking a suitable role like what Harmer says, Hutchinson and Waters (1987: 157) add that in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation, and evaluation.

Furthermore, Hutchinson and Waters (1987: 163) emphasize that an ESP teacher does not need to learn specialist subject knowledge, but it requires three things:

- 1) a positive attitude towards the ESP content,
- 2) a knowledge of the fundamental principles of subject area, and
- 3) an awareness of how much they probably already know.

This can be summed up as ‘the ability to ask intelligent questions’. In other words, the ESP teacher should not become a teacher of the subject matter, but rather than an interested student of the subject matter.

Harding (2007) stresses the general skills that a general English teacher uses e.g. being communicative, using authentic materials and analyzing English in a practical way are also applicable to ESP. He also suggests that teachers should:

- 1) think about what is needed and don't just follow an off-the-shelf course or course book,
- 2) understand the nature of their students' subject area,
- 3) work out their language needs in relation to their specialization,
- 4) use contexts, texts, situations from their subject area,
- 5) use authentic materials,
- 6) make the tasks as authentic as possible,

- 7) motivate the students with variety, relevance and fun, and
- 8) take the classroom into the real world and bring the real world into the classroom.

3. Vocational School

According to Article 15 in the Indonesian Law no. 20 of 2003 about the National Education System, vocational education (*Sekolah Menengah Kejuruan-SMK*) is secondary school programmed for preparing learners for a specific job. This means a vocational school is a school in which the students are taught the skills needed to perform a particular job.

a. Types of Vocational Program

Vocational schools carry out education and training for various vocation programs which are suitable to the needs of job opportunities. The vocation programs are categorized to several fields of skills, which are appropriate to the classification of industry, service, or profession.

Based on *Keputusan Dirjen Mendikdasmen* no. 251/C/KEP/MN/2008, the fields of skill study for Indonesian vocational schools are classified into six fields, as follows:

- 1) technology and engineering
- 2) communication and information technology
- 3) health
- 4) art, craft, and tourism
- 5) agribusiness and agro-technology

6) business and management

Each field of skill study will be broken down into several skills study programs. Next, each skill study program will be divided into several skill competences. For example, the field of skill study for art, craft, and tourism will be broken down into seven skill study programs. They are fine art, artistic skill design and production, performance art, tourism, food science, beauty science, and dressmaking. Then, the skill study program of tourism will be broken down into two skill competences. They are hotel accommodation and business travel program.

b. Curriculum Structure

Based on the attachment of *Permendiknas* no. 22/2006, vocational schools, or *Sekolah Menengah Kejuruan* (SMK), are aimed to improve the intelligence, knowledge, personality, behavior, and skills of the students for living independently and joining higher education based on the vocational program. Furthermore, to be able for working effectively and efficiently and developing skills and competences, the students are expected to have good stamina, acquire the areas of expertise and the basic knowledge and technology, have good work ethic, be able to communicate related to the job demand, and have ability to develop themselves. The SMK curriculum structure is designed to reach those aims.

The SMK curriculum contains compulsory lessons, vocational lessons, local contents, and self-development. The compulsory lessons are aimed to form the totality of Indonesians in the context of working people. The vocational

lessons are divided into several lessons which are aimed to support the establishment of the vocational competence and the development of ability in self-adaptation in the areas of expertise. Local contents are the activities for developing competency which are adjusted to the special characteristics, the area potency, and the prospect of area development, where the lessons cannot be grouped into the existed lessons. The substances of local contents are determined by the school, appropriate with the competency program which are held. Self-development is a lesson which must not be taught by the teacher. It is aimed to give chances for the students to develop and express themselves suitable with the needs, talents, and interests of each student, appropriate with the school condition. The self-development activities are facilitated and or taught by the counselor, teacher, or education trainer which can be done in the form of extracurricular activities. It can also be done through counseling consultation which is related to self and social problems, learning, and student's carrier formation. Self-development for the students majorly is aimed to creativity development and carrier consultation.

c. English for SMK

According to the Government Rule no 19/2005 about the Standard of National Education, the English subject is a subject in the science and technology category, This category is aimed to apply science and technology to develop competency, skills, and independency in working.

Further, it is explained in the attachment of *Permendiknas* no.22/2006 about the Standard of Education Content that the scope of English lesson consists of these aspects below:

- 1) English communication basic skill for novice level
- 2) English communication basic skill for elementary level
- 3) English communication basic skill for intermediate level

Those three levels become the reference for arranging the standard of competency and the basic competency of English for SMK.

Taken from the attachment of *Permendiknas* no.22/2006 about the Standard of Education Content, the content of the standard of competency and the basic competency of English for SMK are written as follows:

Standard of Competencies	Basic Competencies
1. Communicating in English, equal to novice level	1. 1 Comprehending the basic expressions in social interaction for the life needs 1. 2 Mentioning things, people, characteristics, time, days, months, and years 1. 3 Describing things, persons, characteristics, time, days, months, and years 1. 4 Producing simple discourses for the adequate basic functions 1. 5 Explaining in a simple way the on-going activities 1. 6 Comprehending memos and simple menus, the schedule of public transportation, and the traffic signs and symbols 1. 7 Comprehending foreign words and terms and also simple sentences based on the formulation 1. 8 Writing simple invitations

(continued)

Standard of Competencies	Basic Competencies
2. Communicating in English, equal to elementary level	2. 1 Comprehending simple daily dialogues, both in professional and personal context with non-native speakers 2. 2 Writing simple messages, both in the direct interaction and using instruments 2. 3 Specifying the job duties and the own educational background orally and written 2. 4 Telling the past jobs and the planning future jobs 2. 5 Expressing various utterances 2. 6 Comprehending simple instructions 2. 7 Writing short messages, directions, and lists in accepted choice of words, spelling, and grammar
3. Communicating in English, equal to intermediate level	3. 1 Comprehending the appearing monologues in particular work 3. 2 Comprehending limited dialogues with native speakers 3. 3 Writing reports 3. 4 Comprehending the manual instructions of particular tools 3. 5 Comprehending simple business letters 3. 6 Comprehending technical documents 3. 7 Writing simple business letters and reports

As stated above, English is a subject from the science and technology category. This category is aimed to apply science and technology to develop competency, skills, and independency in working (Government's rules no 19/2005). Moreover, based on the attachment of *Permendiknas* no. 22/2006, the English subject is a compulsory subject which is expected to form the totality of Indonesians in the context of working people. It means that the knowledge and

basic skill in English should support the competence of the skill program. This concept is relevant with ESP which is defined by Hutchinson and Waters as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. It means that the subject should be emphasized on the learners' skill, knowledge, and attitude in order to make them competent for working. Because of that, the English subject for SMK should be adjusted with the vocational competences to fulfill the learners' needs. This means that the ESP concept should be implemented in the English teaching and learning process in SMK.

4. Business Travel Program at SMK Negeri 6 Yogyakarta

Business travel program is a skills competency program from the category of art, craft, and tourism. This program is held in accordance with Indonesian Law no. 20/2003 about National Education System, Article 15, that states vocational education is a secondary school programmed for preparing learners for particular jobs. Moreover, the attachment of *Permendiknas* no. 22/2006 explains that business travel program is held to fulfill the job demand in particular company and industry as follow:

- a) tour and travel bureau or agent, as reservation staff, ticketing staff, tourism staff, and tour guide
- b) flight company, as reservation staff, ticketing staff, and ground handling staff

- c) tourism object and attraction, as local tour guide and tourist information service staff

To be able for fulfilling those job demands, the learners should have skill, knowledge, and attitude in order to be competent in:

- a) developing and updating the local area information;
- b) communicating via telephone;
- c) carrying out the administration procedure;
- d) searching and providing information and suggestion about tourism destination;
- e) arranging financial report;
- f) receiving and processing the reservation;
- g) operating computerized reservation system;
- h) calculating the price and issuing the domestic flight ticket;
- i) issuing the international flight ticket (normal and promotion);
- j) processing travel documents, excluding flight document;
- k) coordinating the suppliers' services;
- l) interpreting the information of tourism product;
- m) packaging the tourism products and services;
- n) preparing the offering price of tourism package;
- o) developing the general knowledge of tour guiding;
- p) implementing the duty of tour guiding;
- q) preparing the arrival and departure assistances;
- r) managing the tour;

- s) presenting the tour guiding commentary;

Those vocational competences are summarized in the official website of SMK Negeri 6 Yogyakarta as the specific aims for business travel program. To achieve those aims, SMK Negeri 6 Yogyakarta implements the school-based curriculum (Kurikulum Tingkat Satuan Pendidikan - KTSP) which is reflected on the content of the standard of competencies and basic competencies as follows:

Standard of Competencies	Basic Competencies
1. Updating the information about the local area	1.1 Explaining the information about the local area 1.2 Updating the information about the local area
2. Communicating via telephone	2.1 Answering telephone/faximile calling 2.2 Carrying out the telephone calling
3. Carrying out the administration procedure	3.1 Processing office documents 3.2 Keeping the data system
4. Providing the information and the suggestions about the tourism objects.	4.1 Explaining the information of the tourism objects 4.2 Presenting the information and the suggestions about the tourism objects
5. Arranging the financial report	5.1 Writing the monetary journal 5.2 Adjusting the account 5.3 Writing the financial report
6. Processing the reservation of the flight service	6.1 Receiving the request of the flight service reservation 6.2 Updating the reservation data 6.3 Giving detailed suggestion to other people about the reservation

(continued)

Standard of Competencies	Basic Competencies
7. Operating the Computerized Reservation System (CRS)	7.1 Using the Computerized Reservation System (CRS) 7.2 Processing reservation by Computerized Reservation System (CRS) 7.3 Doing CRS communication
8. Issuing the domestic flight tickets	8.1 Interpreting the domestic flight ticket information 8.2 Calculating the domestic flight fares and the routes 8.3 Processing the domestic flight travel documents
9. Issuing the international flight tickets	9.1 Interpreting the international flight ticket information 9.2 Calculating the international flight fares 9.3 Processing the international flight travel documents
10. Processing travel documents; excluding flight travel documents	10.1 Interpreting the information which is needed in processing the travel documents 10.2 Processing the travel documents
11. Coordinating the suppliers' services	11.1 Identifying the ordering needs of suppliers' services 11.2 Requesting (Ordering the services) tourism services 11.3 Processing the service confirmation request 11.4 Fixing the orders

(continued)

Standard of Competencies	Basic Competencies
12. Interpreting the information of the tourism products	12.1 Accessing the information of the tourism product 12.2 Interpreting the information of the tourism products 12.3 Giving suggestions about the tourism product knowledge
13. Packaging the tourism products and services	13.1 Searching the information of tourism products and services 13.2 Packaging the tour service products
14. Preparing the offering price of the tour packages	14.1 Calculating the costs of the tour products and services 14.2 Offering the tour package price to the customers 14.3 Updating the offering price of the tour packages
15. Updating the general information for the tour guide	15.1 Collecting the general information for the tour guide 15.2 Updating the general information for the tour guide
16. Implementing the duty of the tour guiding	16.1 Implementing the law, morality, and the safety requirements for the tour guide 16.2 Increasing the tour guiding knowledge and skill acquisition
17. Preparing the arrival and departure assistances	17.1 Implementing the arrival transfer for the individual or tourist group 17.2 Implementing departure transfer for the individual or tourist group

(continued)

Standard of Competencies	Basic Competencies
18. Managing the tour	18.1 Planning the tour activities 18.2 Explaining briefly to the tourists 18.3 Managing the tour planning 18.4 Giving general information and assistances 18.5 Overcoming the unexpected incident
19. Presenting the tour guiding commentary	19.1 Preparing the guiding information to be given to the costumers or tourists 19.2 Presenting the guiding commentary to the tourists

To acquire these vocational competencies, it is important to learn various subjects, not only the subject from productive program, but also the other subjects, for example English. As the the attachment of *Permendiknas* no. 22/2006 states, the English subject is a compulsory lesson which is expected to form the totality of Indonesians in the context of working people. It means that the knowledge and basic skill in English should support the competence of the skill program.

B. Conceptual Framework

The conceptual framework of the research is made based on the literature review and the pre-survey in SMK Negeri 6 Yogyakarta. As mentioned above, the concept of English for Specific Purposes is relevant for being implemented in vocational school because the English teaching-learning process should be emphasized on the learners' skill, knowledge, and attitude in order to make them

competent for working. However, not every school is able to design appropriate format and apply it in the teaching and learning process. Because of that, it is important to observe vocational school which has good characteristics of English teaching-learning process and then using the findings as a model to design the effective and efficient English teaching-learning process.

The English teaching and learning process is a system consisting of some components which interact with one another. Those components are course design, syllabus, material, methods, techniques and teacher' roles. Each of the components has its characteristics and the components influence one another. In the classroom, the components above are integrated. Uniting the components affects one another and forms a complex relation. It forms the characteristics of the English teaching-learning process.

SMK Negeri 6 Yogyakarta, which has been certified A-Level and has mutual relationship with American-Indonesian Exchange Foundation (AMINEF), is supposed to be able to integrate those components above precisely. So, the English teaching-learning in this school can be a model for other school.

This research tries to describe the characteristics of each component of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta. Those components which will be observed consist of course design, syllabus, material, methods, techniques, and teacher' roles.

CHAPTER III RESEARCH METHODS

A. Type of the Research

This research was categorized as descriptive qualitative research. Qualitative research is one type of the research paradigms which is aimed to offer descriptions, interpretations, and clarifications of naturalistic social contexts (Nunan, 1992 in Burns, 1999: 22). Borg (1981: 129) defines descriptive research as one of the research categories which is aimed at describing the characteristics of subjects of the science. It also uses naturalistic approach which is aimed to get information of actuality (Bogdan (1984), Wolf and Tymiz (1977) in Sukardi, 2006: 2-3).

B. Research Setting

This research was conducted in SMK Negeri 6 Yogyakarta that is located at Jalan Kenari 4 Yogyakarta. The school has seven programs, one of them is Business Travel Program. The school also has many rooms including several students classrooms, a principal room, a teacher room, an administration room, some workshop rooms, some production unit rooms, a language laboratory, two computer laboratories, and a library. The research was conducted from March to May 2011.

C. Subjects of the Research

The subjects of the research were the teachers and the students of the Business Travel Program. There were two English teachers who taught in the Business Travel Program. In this program, there was one class for each grade with around thirty-six students in a class. The first and second grades were chosen as the sample.

D. Research Instrument

In this research, the researcher was the key instrument for collecting data. The data were collected by observing the teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta and conducting in-depth interviews with the teachers of English and the students of the Business Travel Program. The data resources were recorded in field notes and interview transcripts. Some documents and some photographs were also collected as the documentations of the research conducted.

E. Techniques of Data Collection

The data were collected by observing the English teaching-learning processes in the Business Travel Program. From the results of the observation, the data were completed by conducting in-depth interviews with the English teachers and some students of the Business Travel Program. The observation and interviews were still continued until the data became redundant. The data were

collected in the form of field notes, interview transcripts, some documents, and some photographs as documentation.

F. Research Procedure

The research was conducted in several steps. Firstly, the English teaching-learning process in the Business Travel Program was observed. The observation were reported in the form of field notes. Secondly, the English teachers and some students of the Business Travel Program were interviewed to verify the field notes and to collect other supporting data. The data collecting process was stopped when the data were saturated. Finally, the result of the observations and interviews were analyzed. The data analysis process consists of categorization of the collected data, choosing and deciding research focus, sharpening the research focus, and selecting categories to be formulated in the findings.

G. Data Analysis

The data analysis process was started after the data collecting process was done. The process of analyzing the data was done as follows:

- 1) reading each field notes, interview transcripts, and other supporting documents carefully,
- 2) identifying similarities and differences of each field note, interview transcript, and other supporting documents.
- 3) categorizing the data based on the similarities and the differences,
- 4) choosing and deciding the focus of the research suiting the categories, and

- 5) sharpening, strengthening, or moving the focuses to get fixed categories to be formulated in the findings.

H. Trustworthiness

To get trustworthiness of the data, the researcher used the triangulation technique, that was always checking the result of the research with the teachers. The process of triangulation was done during the observation and in-depth interviews.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As mentioned in the previous chapter, this study is categorized as a descriptive qualitative study. It is aimed at describing the characteristics of English teaching-learning process of the Business Travel Program at SMK Negeri 6 Yogyakarta. Having analyzed the collected data about the English teaching-learning process through the process of categorization, the researcher obtained the fixed categories of the data.

A. Research Findings

In Indonesia, there is a difference between SMK and SMA. SMA is a general high school that focuses on provision of broad based academic skills, needed for learners to pursue further education at high level of education, while SMK is a secondary education programme for preparing learners for a specific job. It means that the SMA graduates are expected to continue their education to the higher level, but SMK graduates are expected to be able to work directly.

Because of the difference, the English teaching-learning concept will differ too.

R: *Lalu, Bu, kalau saya baca di teorinya itu kan vocational school lebih ke bekerja nantinya. Bahasa Inggrisnya sendiri berbeda dengan SMA biasa. Kalau SMK kan lebih ke English for Specific Purposes. Apakah di sekolah ini menerapkan ESP?* (Based on the theory, the English teaching-learning concept in SMA and SMK will be different. In SMK, it is more suitable to apply English for Specific Purposes. Has this school applied ESP?)

T1: *Iya, Jadi dijelaskan juga misalnya gimana cara menyampaikan informasi. Itu kan nantinya dipakai ketika mereka jadi guide. Misalnya*

seperti itu. Jadi teksnya disesuaikan dengan yang nantinya akan mereka temui di dunia kerja. (Yes, for example how to give information. That expression will be useful when they will be a guide. So, the text will be modified into their job field.)

P: *Jadi teksnya disesuaikan dengan bidangnya masing-masing ya Bu? Misalnya kalau UPW mungkin teksnya tentang tourism object, seperti itu Bu?* (So, the text will be modified in accordance with each programs? For example, the texts used for Business Travel Program are about the tourism object, aren't they?)

T1: *Iya...* (Yes, they are.)

(Interview 1/ April 27, 2011/ page 94)

From the statement above, it can be inferred that the concept of English for Specific Purposes (ESP) is used in the English teaching-learning process in SMK Negeri 6 Yogyakarta. It is applied in the several components in the English teaching-learning process. Those components can be divided into two issues: the planning and the implementation of the English teaching learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta.

1. The Planning of the English Teaching-Learning Process in the Business Travel Program at SMK Negeri 6 Yogyakarta

The planning of the English teaching-learning process means the design of the English teaching-learning process which will be carried out in the classroom. It consists of the course design and the syllabus for the Business Travel Program at SMK Negeri 6 Yogyakarta.

a. Course Design

In Indonesia, the government takes the rule of the education system by determining the Standard of Competencies and Basic Competencies (*Standar Kompetensi dan Kompetensi Dasar – SK/KD*) as the core of the national education standard. It means every course design made by the teacher should refer

to the SK/KD. It also happens at SMK Negeri 6 Yogyakarta. In the English teaching-learning process at this school, the teachers arranged the course design based on the SK/KD.

R : *Lalu, kalau course design-nya sendiri apakah Ibu merancang sendiri atau seperti apa Bu?* (Did you design the course design by yourself and how is it like?)

T1: *Kalau rancangan pembelajarannya kita mengacu ke SK/KD dulu ya mbak. Jadi kalau berdasarkan SK/KD itu kan dibedakan jadi tiga level: level novice untuk kelas X, elementary untuk kelas XII, sama intermediate untuk kelas XII.* (The course design was made based on the SK/KD. So, based on the SK/KD, it is divided into three levels: novice level for grade X, elementary level for grade XI, and intermediate level for grade XII.)

(Interview 1/ April 27, 2011/ page 94)

From the finding above, it can be inferred that the course design of the English teaching-learning in SMK includes three levels: novice level, elementary level, and intermediate level.

1) Novice level

Communicating in English equal to novice level is the standard of competency that should be fulfilled by the first grade student. In this level, the students are taught the most basic competencies. They are not related too much with the job field. It means the learning materials were still general, such as greeting someone, describing things, describing people, the expression of thanking, apologizing, and expressing sympathy.

In this level, the teachers tried to implement the concept of ESP by modifying the context of the learning material. For example, in teaching the expression of giving information, the teacher modified

the context into the tourism field. She explained how to give information in the context of tourism field, such as explaining the tourism object to the foreign tourists so it can be relevant with the job field.

R : *Bisa dijelaskan lebih lanjut, Bu?* (Can you explain it further?)

T1: *Jadi kalau level novice itu untuk pemula. Jadi belum terlalu berkaitan dengan pekerjaan. Masih paling dasar lah, Mbak...misalnya tentang greeting, describing things, people, terus expression-expression yang masih umum, misalnya thanking, apologizing, expressing sympathy. (So, the novice level is for beginners. It is not related too much to the job fields. It is about the most basic competencies, miss, for example about greeting, describing things, people, and general expressions, such as thanking, apologizing, expressing sympathy.)*

R : *Lalu penerapan ESP-nya sendiri untuk yang level novice seperti apa, Bu?* (What is the implementation of ESP for the novice level like?)

T1: *Ya karena masih umum jadi saya buat seperti untuk konteks-nya. Misalnya kalau giving information ya kita kaitkan dengan pariwisata. Jadi saya jelaskan expression-nya seperti apa, tapi topiknya tentang objek wisata. Jadi seperti mereka sedang giving information tentang objek wisata ke turis. Kira-kira seperti itu, Mbak. (Because it was still general, I modified the context. For example, I related the expression of giving information with the tourism field. So, I explained the expression, but the topic was about the tourism object. So, they seemed like giving information to the tourists about the tourism object. It seems like that, Miss.)*

(Interview 1/ April 27, 2011/ page 94-95)

Besides, this level was also designed by adding the involvement of native speaker as the teacher for approximately nine months. The native speaker teacher was provided through cooperation with the American Indonesian Exchange Foundation (AMINEF) from the program of English Teaching Assistantship (ETA).

R : *Kemudian di sini juga ada native speaker-nya ya, Bu? Sudah berapa lama bekerja sama dengan AMINEF?* (There is a native

speaker too, isn't there, Ma'am? How long was this school cooperated with AMINEF?)

T1: *Sekitar dua tahun ini, mbak.* (It is running about two years, Miss.)

R : *Kira-kira berapa lama native speaker-nya mengajar di sini? Apa satu tahun ajaran atau hanya satu semester saja?* (How long will the native speaker teach here? For one period of teaching-learning process or for one semester only?)

T1: *Kira-kira sembilan bulan, mbak. Jadi pertengahan semester I sampai sebelum ujian semester II.* (Approximately for nine months, Miss. So from the middle of semester I until before the examination of semester II.)

R : *Tapi hanya kelas X saja, ya, Bu?* (But, only for grade X, isn't Ma'am?)

T1: *Iya.* (Yes, it is.)

(Interview 1/ April 27, 2011/ page 95)

The native speaker was supposed to teach the students of the first grade for nine months, from the middle of semester I until before the examination of semester II. When the native speaker was teaching, the classroom teacher assisted her and oversaw the teaching-learning process.

The English course for the novice level was also designed to attract the students' interests and motivation. It can be seen in the field notes that the teachers conducted various activities in the teaching and learning process, such as games, planning a visit, and sharing experiences.

In Field Note (FN) 1, FN 4, and FN 8, it can be seen that the teacher played a game in the teaching-learning process. Based on FN 1, the teacher used the "Streets and Alleys" game to practice asking and giving direction. FN 4 shows the teacher used the "Fruit Bowl" game to determine the students' turn. FN 8 also shows the "Circle Story" game to practice writing a narrative text.

Besides playing games, the teacher also tried to enrich the students' experiences by communicating with some native speaker guests and planning a visit to a particular tourism object. FN 4 describes that the students enjoyed their interviews with the native speaker guests and FN 5 shows that teacher and the students discussed a planning to visit Kotagede.

From the explanation above, it can be said that for the novice level, the teaching process was not done by the classroom teachers only, but there was also a native speaker that involved in the teaching-learning process. The teachers also tried to adjust the context and the vocabularies of the materials with the tourism field. Moreover, the course was also designed with various activities to attract the students' motivation and interest of learning, such as by playing games, sharing experience, and visiting tourism object.

2) Elementary level

After acquiring the most basic English competencies equal to novice level, the students are demanded to be able to communicate in English equal to elementary level. This level is designed for the second grade. In this level, the teachers start to introduce the materials which is related to the job field. For example, the students learn about recognizing Curriculum Vitae (CV), handling telephone conversation, and making, confirming, and cancelling appointment. The vocabularies are also modified relevant to each program. So, for this

level, the course was designed to prepare the students to have the basic competencies in facing the world of work.

R : *Kalau yang untuk kelas XI seperti apa, Bu?* (How about the grade XI, Ma'am?)

T1: *Kelas XI itu level elementary, jadi masih dasar tapi mulai dikenalkan dengan dunia kerja. Misalnya mulai dikenalkan dengan CV, telephone conversation, selain itu juga diajarkan bagaimana making, confirming, dan cancelling appointment. Jadi mulai berkaitan dengan dunia kerja. Vocab-nya tinggal kita sesuaikan saja dengan jurusan masing-masing.* (It is elementary level, so it is still about the basic competencies, but it starts to be introduced with the job field. For example, it starts to be introduced with CV, telephone conversation, and it is also taught how to make, confirm, and cancel an appointment. So, it starts related to the job field. We modified the vocabularies with each program.)

(Interview 1/ April 27, 2011/ page 95)

Besides, based on the observation, the course for elementary level was also designed to develop the critical thinking of the students. FN 7 and FN 9 shows that the teacher held group discussions. The students were demanded to solve a problem so they had to discuss it within their group. This activity was designed to encourage the students to discuss possible answers in solving a problem and arrive at a conclusion, so that their critical thinking can be developed (Martin, 1992: 197).

3) Intermediate level

Intermediate level is for the students of grade XII. In this level, the learning materials are more relevant to the job field. The students starts to recognize the business letter, business document, and Standard of Operational Procedure (SOP). For the Business Travel

Program, the students learn about the reservation forms, flight confirmation, and cancellation. Those competencies will be useful for the students when they work after they have graduated. Further, the students of grade XII had to prepare for facing the National Examination so the teacher also provided many more exercises to help the students pass the National Examination.

R : *Untuk yang kelas XII seperti apa, Bu?* (How about for the grade XII?)

T1: *Kelas XII itu level intermediate. Itu semakin berkaitan dengan dunia kerja, misalnya business letter, business documents, lalu juga dikenalkan juga SOP (Standard of Operational Procedure). Kalau untuk UPW ada juga tentang reservation forms, flight confirmation and cancellation, seperti itu, Mbak. Lalu kelas XII juga kita perbanyak latihan soal ya, Mbak, karena untuk menghadapi UN juga.* (The grade XII is intermediate level. It is more related with job field, such as business letter, business documents, and then also introduced with SOP. Moreover, for the Business Travel Program, there are also materials about reservation forms, flight confirmation and cancellation. Then, for grade XII, we also give many more exercises for facing the National Examination.)

(Interview 1/ April 27, 2011/ page 95)

From the explanation above, it can be said that the course for intermediate level was designed to prepare the students in facing the world of work and the teacher also focused on the course by giving many exercises for facing the National Examination.

b. Syllabus

Based on the syllabus documents, the English syllabus for Business Travel Program at SMK Negeri 6 Yogyakarta consists of the basic competences, indicators, learning materials, learning activities, assessment, time allocation, and

learning sources. It means the syllabus was arranged based on the standard of competences and basic competences (SK/KD). Then, the teachers identified the indicators and determined the learning materials, learning assessments, time allocation, and learning sources.

The SK/KD was made by the government as the basic element for arranging the syllabus. For the next process, the English syllabus for Business Travel Program at SMK Negeri 6 Yogyakarta was arranged not by the English teachers of this school only, but it was arranged together with the Association of Course Teachers (*Musyawarah Guru Mata Pelajaran* – MGMP).

R : *Kalau silabusnya apakah disusun sendiri atau gimana ya, Bu?* (Was the syllabus arranged by yourself?)

T2: *Kita susun bareng-bareng sama tim MGMP. Jadi biasanya tiap tahun ajaran baru ada pertemuan MGMP. Nanti kita bicarakan apa ada pembaharuan, atau hal-hal lainnya kemudian menyusun silabus. Jadi ditentukan kompetensinya, indikatornya, sama materinya apa saja. Lalu supaya relevan dengan jurusan masing-masing, yang dibedakan mungkin topiknya saja sama kegiatannya. Jadi itu nanti yang kita tentukan sendiri.* (We arranged the syllabus together with the MGMP. There, we talked if there is any renewal or something, then we arranged the syllabus. So we determined the competencies, the indicators, and the learning materials. Then, for the relevance to each program, the topics and the activities would be differentiated. So, those were determined by ourselves)

(Interview 2/ April 28, 2011/ page 97-98)

It was done to create the unified language target for each English teacher. The English teachers use this syllabus as a model (a statement of ideal) because the learning situation can be different with what have been predicted before. So, they adjust some aspects, such as the topics and the activities, so that it could be more relevant to the learning situation.

The syllabus used in the school can be categorized as the notional-functional syllabus. The syllabus document in the appendix comprises three categories of meaning, as follows:

1) Semantic-grammatical meaning

The syllabus of this school contained the materials which focus on the grammar review. Those materials consist of personal pronouns, simple present tense, singular and plural nouns, present continuous tense, future continuous tense, yes/no questions, past tense, and future tense.

2) Modal meaning

This category means the material designed which focus on the attitude of the speaker. It includes expressing certainty and expressing opinions.

3) Communicative functions

The syllabus of this school also emphasized on the communicative functions. The materials designed in the syllabus which reflected the communicative functions consist of greetings and leave takings, introducing someone, thanking, requesting, asking and giving directions, bargaining, giving and responding to compliments, asking an giving suggestion, persuading and convincing, and giving confirmation and cancellation.

2. The Implementation of the English Teaching-Learning Process in the Business Travel Program of SMK Negeri 6 Yogyakarta

After planning the English teaching-learning process in the form of course design and syllabus, the design should be carried on in the classroom. There are some components which involves in the implementation of the English teaching-learning process including the material, methods, techniques, and the teacher's roles.

a. Material

One of the characteristic features in the teaching-learning process is material. In this research, the learning material can be divided based on the source of learning material and the relevance of the learning material with the program

1) Sources of learning material

For the material writing, it was provided for the students a handbook titled English for Vocational Schools by Yiyis Krisnani. However, the teachers in the Business Travel Program at SMK Negeri 6 Yogyakarta did not always use the coursebook for teaching, as stated below:

R : *Lalu materinya sendiri apa sering dari coursebook atau Ibu yang menyusun sendiri?* (What about the material? Were you taken from the coursebook or arranging by yourself?)

T1 : *Nggak selalu dari coursebook. Kalau presentasi, saya hanya menyiapkan topiknya saja. Nantinya siswanya sendiri yang berdiskusi.* (Not always from the coursebook. If I hold a presentation, I just prepared the topics. Then, the students themselves will discuss.)

R : *Berarti dari sekolah juga menyediakan coursebook ya, Bu?* (So, did the school also provide the coursebook, Ma'am?)

T1 : *Iya, coursebooknya ini lho, Mbak, English for Vocational School karangan Bu Yiyis Krisnani. Jadi ini dipinjamkan untuk setiap siswa, tapi nggak selalu kita pakai.* (Yes, this is the coursebook,

Miss, English for Vocational School by Mrs. Yiyis Krisnani. So, it is lent to each student, but we do not always use it.)
(Interview 1/ April 27, 2011/ page 95)

Besides the coursebook, the teacher also took other sources for arranging the learning materials. She took from the internet access and the tourism brochures.

R : *Kalau selain dari coursebook, sumber materinya dari mana ya, Bu?* (besides from the coursebook, where do you take the learning material?)

T1: *Ya kadang saya ambil dari internet, bisa juga dari brosur-brosur wisata kalau untuk UPW.* (I sometimes take from the internet, and it can be from the tourism brochures too for the Business Travel Program.)

(Interview 1/ April 27, 2011/ page 95)

The teacher usually shares her experiences with the students too. It gave variety in the teaching-learning process so that it was more enjoyable for the students.

R : *Kalau materinya sendiri lumayan variatif nggak sih dek? Atau cuma diambil dari buku ajar aja?* (Is there any variety in the learning material? Or, it is just taken from the handbook?)

S1 : *Oh, nggak cuma dari buku ajar aja kok mbak. Guru-guru di sini biasanya sharing pengalaman juga jadi lebih asyik.* (Oh, no, it is not only taken from the coursebook. The teachers here usually also share their experiences so it is more enjoyable.)

(Interview 3/ May 4, 2011/ page 99)

2) The relevance of the learning material

The English learning materials should be designed related to the learners' skill, knowledge, and attitude in order to make them competent for working. In the English teaching-learning process at SMK Negeri 6 Yogyakarta, the learning materials were arranged based on the syllabus. Those materials are general for all subjects.

However, the teacher modified the contexts, especially for the texts, so the English teaching-learning process can be suitable with the job field.

R: *Lalu, Bu, kalau saya baca di teorinya itu kan vocational school lebih ke bekerja nantinya. Bahasa Inggrisnya sendiri berbeda dengan SMA biasa. Kalau SMK kan lebih ke English for Specific Purposes. Apakah di sekolah ini menerapkan ESP?* (Based on the theory, the English teaching-learning concept in SMA and SMK will be different. In SMK, it is more suitable to apply English for Specific Purposes. Have this school applied ESP?)

T1: *Iya, Jadi dijelaskan juga misalnya gimana cara menyampaikan informasi. Itu kan nantinya dipakai ketika mereka jadi guide. Misalnya seperti itu. Jadi teksnya disesuaikan dengan yang nantinya akan mereka temui di dunia kerja.* (Yes, for example how to give information. That expression will be useful when they will be a guide. So, the text will be modified into their job field.)

P: *Jadi teksnya disesuaikan dengan bidangnya masing-masing ya Bu? Misalnya kalau UPW mungkin teksnya tentang tourism object, seperti itu Bu?* (So, the text will be modified in appropriate with each programs? For example, the texts used for Business Travel Program are about the tourism object, aren't they?)

T1: *Iya...* (Yes, they are.)

(Interview 1/ April 27, 2011/ page 94)

Moreover, it was found that the teachers often related the materials with the tourism field. The students also could understand the materials. The learning materials which were taught also could fulfill the competencies needed for the job field.

R: *Maksudnya menerapkan gimana? Kira-kira yang sudah diajarkan, sudah sesuai belum dengan bidang tourism?* (Are the materials taught in this program suitable with the tourism field?)

S1: *Iya, sudah lumayan sesuai. Yang diajarkan sering kok dikait-kaitkan sama tourism. Kita juga kadang disuruh role-play jadi guide sama turis.* (Yes, it is suitable enough. The materials taught in this program often relates to the tourism field. We sometimes do role-play to become a guide and a tourist too.)

(Interview 3/ May 4, 2011/ page 99)

R: *Nah, menurut kamu sendiri, pengajaran bahasa Inggris di sini gimana? Sudah memenuhi kompetensi yang dibutuhkan belum untuk program ini? Misalnya untuk jadi guide.* (Well, what do you think about the English teaching-learning here? Has it fulfilled the competencies needed for this program? For example, to be a guide.)

S2: *Saya rasa sudah.* (Yes, I think it has.)

(Interview 4/ May 11, 2011/ page 101)

R: *Kalau gitu pengajaran bahasa Inggris di sini udah efektif belum sih dek menurut kamu?* (Do you think the English teaching learning here has been effective yet?)

S3: *Mmmmm...maksudnya gimana, mbak?* (What do you mean?)

R: *Ya, yang diajarkan gurunya kira-kira bisa dimengerti nggak? Terus kira-kira sesuai enggak sama bidang pariwisata? Kira-kira yang diajarkan bisa dipakai enggak besok kalau udah kerja?* (Did you understand to what the teacher taught? Are the materials suitable to the tourism field? Can the taught materials be used when you work someday?)

S3: *Oh, ya bisa dimengerti sih, mbak. Kalau belum ngerti ya tinggal tanya. Sesuai juga sama bidang pariwisata. Kadang pelajarannya disetting kaya turis sama guide gitu kok mbak.* (Yes, it can be understood. If I don't understand, I will ask. The materials are also suitable to the tourism field. The lesson is sometimes setted like a tourist and guides.)

(Interview 5/ May 12, 2011/ page 102-103)

b. Methods

In Chapter II, it has been mentioned that the Indonesian schools are suggested to use the methods of exploration, elaboration, and confirmation. Based on the research, SMK Negeri 6 Yogyakarta also used these methods, as follows:

1) Exploration

In this activity, the teacher tried to construct the students' knowledge by improving the students' understanding in arranging the information as an input in the learning process. Field Note (FN) 1 shows the teacher gave leading questions to the students about how to give direction and when this expression will be used. These questions guided the students to think actively in learning the material. The

teacher also did the same for teaching “Comparison” (FN 3). She also used the people and the things surround the students to be compared so that they could understand the explanation easily.

In FN 7, the teacher started the teaching-learning process by showing a picture to teach how to give opinion. By looking the picture, the students were elicited to share their opinion about that picture. Then, the teacher directed them to give the opinion in an acceptable expression by teaching how to give opinion.

2) Elaboration

In this activity, the teacher should organize the learning process from the simple material into the complex one so it become integrated. In FN 3, the teacher started the teaching-learning process by carrying out the exploration activity, such as giving some leading questions about making comparison and explaining the material. Then, the teacher elaborated that knowledge by asking the students to mention several adjective words and writing down those words on the whiteboard. Next, she asked the students to choose some of them to be arranged into three comparative sentences.

Furthermore, FN 7 shows that the teacher elaborated the knowledge of giving opinion by conducting a group discussion. After doing the exploration activity, the teacher asked the students to make some group of five or six students. Then, they had to choose a picture and discuss the picture with their group. After that, they shared their

opinion about the picture and the other students gave comments and questions to their opinion.

3) Confirmation

In this activity, the teacher had to check the exploration and elaboration result, give feedback, and motivate the students to be more active in the learning process.

Based on FN 1, the teacher checked the students' understanding about directions by giving an exercise of drawing a map. After that, she checked the students' work and gave feedback.

FN 3 also shows the confirmation activity. The teacher checked the knowledge of making comparative sentences by asking the students to make three comparative sentences and calling them one by one to read aloud their assignment in front of the class. The teacher listened carefully, gave feedback, and asked the other students to give applause if the assignment was correct.

c. Techniques

It has been mentioned in Chapter II that there are various techniques which can be used in the classroom. Some of them were found in the research:

1) Teacher presentation, students listen (Take notes)

It is a very basic activity which was implemented in the meetings. In this activity, the teacher explained the material and the students listened and took notes. This activity was used when the teacher

explained the materials of directions, comparisons, asking questions, and narrative texts (sources: Field Note 1, Field Note 3, Field Note 4, and Field Note 8).

2) Teacher-students questions and answers

According to data B. 25, Field Note 2, the teacher implemented this activity. She called on the students one by one, asked them about wants and needs, and the students had to answer the question.

3) Class conversation and discussion

This activity was held as written in Field Note 7 and Field Note 9. The teacher conducted group discussion. The students were grouped into several groups, consists of five or six students. Then, the teacher asked them to choose a picture and discuss it. After that, the students presented the result of the discussion and there was question-answer section after the presentation.

4) Class or group drills and exercises

Based on the data B. 20, Field Note 1, the teacher gave an exercise to the students. She explained the instructions first. Then, she read a direction and the students had to draw the map. After that, she checked the works and gave feedback.

5) Problem-centred group activity

The teacher provided some pictures about environmental problem and natural disaster. Each group chose a picture and discuss how to prevent and how to solve the problem. Then, they reported it to the whole class (Field Note 9/ May 4, 2011/ page 149)

6) Communicative games

In the English teaching-learning process, the teacher also conducted some games. The students practiced giving direction through a game called “Streets and Alleys”. They also tried to write a narrative story by playing “Circle Story”. Furthermore, for determining the students’ turn in interviewing the native speaker’s guests, the teacher conducted a game called “Fruit Bowl”. (Sources: Field Note 1, Field Note 4, Field Note 8, Field Note 10)

d. Teacher’s Roles

At SMK Negeri 6 Yogyakarta, there were two English teachers who taught for each class. When this research was conducted in this school, there was also a native speaker who taught for the first grade students. The school cooperates with the American Indonesian Exchange Foundation (AMINEF) to provide a native speaker teacher from the program of English Teaching Assistantship (ETA). She taught approximately for nine months, from the middle of semester I until before the examination of semester II.

Each teacher in this school has an important role in the teaching and learning process. It has been explained in Chapter II that there are eight roles

which can be carried out by the teacher in the classroom, depends on the learning situation.. However, there are only three roles which were found in the research:

1) Controller

When teachers act as controller, she is in charge of the class and of the activity taking place. Controllers take the role, tell students thing, organize drills, read aloud, and in various ways exemplify the qualities of a teacher-fronted classroom.

FN 3 shows the teacher acted as controller in the English teaching learning process. She set up the classroom as a teacher-fronted classroom for teaching the material of comparison. She began the course by explaining the topic so that the students knew the aim of what they would learn. Then, the teacher explained the material as clearly as possible with clear voice so that the students could focus on her explanation. She also used the things around the students, such as the people around them, the famous celebrities, the famous place, etc, as the examples so that the material looked more interesting and the students could understand it easily. After explaining the material, the teacher asked the students to practice for making the sentences of comparison by themselves. When the students did the assignment, the teacher walked around to oversee the students so that the situation was still controlled. Then, she asked the students to read aloud the sentences that they had made and gave feedback and appreciation to the students.

2) Organizer

A teacher as an organizer should organize students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

Field Note 6 reflects that the teacher acted as an organizer. She organized the students to develop their imagination by creating a superhero. This unique activity could attract the students and made them enthusiastic in joining the class. Firstly, the teacher elicited the students' interest by talking the famous superheroes. Next, the teacher and the students discussed about the things that the superheroes should have. Then, the teacher instructed the students to make their own superhero. The teacher put the students into some groups and explained the rule of the activity. For making the instruction clearly, the teacher also showed her own superhero that was created before. That picture could attract the students' interest and the teacher explained the picture clearly. Then, the students started to do the assignment. The teacher also facilitated the students by providing the plain papers and the colorful markers. It means the teacher was well prepared. She let the students discuss with their group, but she also oversaw the classroom so that it was still running under-controlled. When, the students finished doing the assignment, the teacher led the

presentation and give feedback. When the time was almost over, the teacher ended the classroom by giving appreciation to the students.

3) Resourceful person

A teacher can be one of the most important resources for the students when they want to know some information or to be a guidance as to where they can go to look for the information. The data B.29, Field Note 5, shows that the teacher took a role as resource. She provided some tourism brochures as the learning resources for the students to do the assignment. It makes the students to be more guided to get the correct information. However, the students had to complete the assignment by searching other sources to train the students to be autonomous in learning English.

B. Discussion

In Indonesian education system, there are two kinds of senior high school. The first one is called *Sekolah Menengah Atas* (SMA) which means general senior high school that focus on provision of broad based academic skills, needed for learners to pursue further education at high level of schooling. The second one is called *Sekolah Menengah Kejuruan* (SMK) which means secondary education programme for preparing learners for a specific job.

SMK Negeri 6 Yogyakarta is one of vocational schools (SMK) which prepares the students to get a particular job. One of the study programs is Business Travel Program. In this program, the students are prepared to get particular jobs, such as tourism guides, ticketing staff, travel bureau staff, etc. Because of the aim of this program, the English teaching-learning process is designed to fulfill the learners' needs and it has some significant characteristics which has been found in some components based on the research findings above.

Learning is not only a mental process, but also a process of negotiation between the learners and the society. The society sets the target (the performance in the target situation) and the learners must do their best to get as close to that target as is possible. The teachers in SMK Negeri 6 Yogyakarta interpret this theory by supposing the society as the government. They follow the government rules to use the *Standar Kompetensi dan Kompetensi Dasar* (SK/KD) as the target that should be achieved by the students. However, the teachers did not give much attention on how the students acquire the competence so that the implementation of the learning-centred approach was not too maximized. The teachers focused on

the target which is suitable with the SK/KD. They also tried to relate the teaching-learning process with the job field by modifying the context of the materials, adjusting the vocabularies related to the tourism field, and teaching the competencies for preparing the students to work directly, such as recognizing and making Curriculum Vitae (CV), handling telephone conversation, and how to make, confirm, and cancel appointment. That will be a good point because the basic concept of English for Specific Purposes (ESP) is defined to meet specific needs of the learners. From the explanation above, it can be seen that the teacher try to implement the concept of English for Specific Purposes in the English teaching-learning process in order to lead the learners to a particular state of knowledge.

The syllabus in SMK Negeri 6 Yogyakarta was arranged refer to the Standard of Competency and Basic Competency (SK/KD) which was made by the government. Then, the English teachers, together with the Association of Course Teachers (*Musyawarah Guru Mata Pelajaran* – MGMP), identified the indicators and determined the learning materials, learning assessments, time allocation, and learning sources, based on the SK/KD. So, it can be said that the SK/KD is the target situation which has been made by the government and the analysis of the language features were done by the MGMP. However, the application in the class can be different with the syllabus document. It can be seen that the teachers try to use the syllabus in a more dynamic way. The teachers suppose a syllabus as a model-a statement of ideal. However, the learning situation can be different with what have been predicted before. Because of that, the teacher try to adjust the plan

with the learning situation without ignoring the target that have been set in the syllabus.

The materials are one of the important components in the English teaching learning process. The teachers sometimes take the materials from the coursebook to help them to organize the teaching-learning process. However, they also use internet access to provide various material and tourism brochures as an example of the authentic materials. This various sources can provide a stimulus to learning which can engage the learners' thinking capacities. Moreover, the authenticity of the materials is also important because the teachers should provide the models of correct and appropriate language use. The teachers also modified the materials so that they can be contextual related to the tourism field.

The teachers try to emphasize the principle of learning as an emotional experience in the first grade. They concern to develop the positive emotions as opposed to the negative ones. It is very important point because the students are still beginners in learning ESP. The teachers try to attract the students' interest by conducting various activities in the class, such as playing games, developing imagination, and sharing experience. It is a right decision to give priority to the affective aspect because when the students are interested to the course, they will be enthusiastic so that they will more focus in learning English. Moreover, if the students have been serious in learning English, it will be easier to implement the other process, such as language learning is a developmental process and an active process because the students will experience this process automatically.

For the second grade, the teachers still implement the principle of learning as an emotional experience by putting the students into group works to build on the existing social relationship in discussion and problem solving activity. Besides, through group discussion, the students can develop their competence in criticizing a phenomenon. Moreover, the students can also develop their speaking skill because they have to present the result of the discussion in front of the class. It can encourage the students to speak up in front of many people.

For the third grade, the teachers pay much attention to the National Examination so that they give many exercises to the students. In this case, the teachers should do more effort to equalize between teaching the materials and the National Examination preparation. National examination is important, but the readiness of the students to face the business world after they have graduated is also important. So, the teachers have to pay attention too in teaching the intermediate materials because the students need those competences for working directly. Furthermore, it is also important to the teacher to avoid giving much pressure in preparing the students to face the National Examination.

The teachers are also the important aspect in the English teaching-learning process. The teachers' roles vary based on the activities conducted in the classroom. Some of them are controller, organizer, and resource. They can place the right roles depending on the activities. They do not stick to one role, such as a teacher-fronted classroom, but they also give a chance to the students to develop their creativity. However, when the teacher should design the class as a teacher-

fronted classroom, they will be a controller. So, the roles may vary depends on the activities.

Beside those aspects which have been mentioned above, the characteristics of the English teaching-learning process at SMK Negeri 6 Yogyakarta are also influenced by the existence of the native speaker. The native speaker's involvement gives some positive influences to the students. It can improve the students' interest and attention, encourage them to speak English to the foreigners, and improve the students' confidence. Those influences can support the teaching-learning process so that the effective and efficient teaching-learning process can be achieved.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

1. The findings show that the concept of English for Specific Purposes is implemented in the characteristics of the English teaching-learning process. The teachers modify several components so that the English teaching-learning process can fulfill the learners' needs. For example, the teachers modify the texts which are used for the Business Travel Program.
2. The course design was arranged suitable with the competency standard and basic competency (SK/KD). The teachers still follow the government rules. However, they put different focus for each grade. For the grade X (novice level), they emphasize on the students' motivation and interest of learning. For the grade XI (elementary level), they focus on developing the students' critical thinking by holding some discussions. For the grade XII, the teachers focus on preparing the students' readiness in facing the world of work and the National Examination.
3. The syllabus was arranged systematically, suitable with the SK/KD which is made by the government. The English teachers also cooperate with (*Musyawarah Guru Mata Pelajaran – MGMP*) to identify the indicators and determine learning materials, learning assessments, time allocation, and learning sources, so that the syllabus can be written very detailed. The teachers use this syllabus as a model or a statement of ideal and they adjust it,

depends on the learning situation, without ignoring the target that has been set in the syllabus.

4. For the materials, the teachers were able to provide various sources of the learning materials. A coursebook is not the only one of the sources of the learning materials in this school. The teacher also took other sources from the internet access and the tourism brochures as an example of authentic materials to provide the models of correct and appropriate language use. For fulfilling the relevancy of the learning materials, the teachers modified the context of the learning materials related to the tourism field so they can be contextual with the job field.
5. This school used the method of exploration, elaboration, and confirmation. The exploration stage was done by giving some leading question and showing a picture to elicit the students' responses in the teaching-learning process. The elaboration stage was done by conducting some discussions, presentations, group works and games. The confirmation stage was done by giving individual exercises, questions, and feedback.
6. There are six techniques which were used in the classroom including teacher presentation-students listen (taking notes), teacher-students questions and answers, class conversation and discussion, class or group drills and exercises, problem-centered group activity, and communicative games.
7. The teachers were able to take the right roles in teaching English. They take the roles as a controller, organizer, and resource, and these roles can change from one action to another, depend on the activities held in the classroom.

B. Implications

1. The teachers modify several components in the English teaching learning process to fulfill the learners' needs, for example modifying the texts which are used for the students of Business Travel Program. It implies that the teachers at SMK should do some efforts to design the effective and efficient English teaching-learning process so it can be more contextual with the related field.
2. The teachers arranged the course design suitable with the SK/KD made by the government. However, they put different focus for each grade. It means the teachers try to implement the concept of ESP in the English teaching-learning process to be more relevant with the study program without ignoring the government rules. The implication is the teachers are still able to design the right format for the English teaching-learning process without violating the government rules.
3. For the syllabus, the teachers arranged it together with the Association of Course Teachers (*Musyawarah Guru Mata Pelajaran – MGMP*), but the teachers arranged the topics and the activities by themselves. It implies that the teachers also give attention to the relevancy of the syllabus with the job field, so that the English teaching-learning process can fulfill the learners' needs.
4. The teachers also provided a coursebook, but it is not the only one of the sources of the learning materials. The teacher also took other sources for arranging the learning materials. It implies the coursebook is not the only one

of the sources of the learning materials. Various types of the learning materials can also be taken from the internet access or authentic sources to give more broaden view of learning and to be used as the models of correct and appropriate language use.

5. The teachers are able to take the right roles in teaching English. It implies that the role of the teacher is not only to be a fronted-classroom teacher, but there are also many other roles which can be implemented in the classroom. Those roles also can change from one activity to another, so they should always know what roles they have to be to increase the quality of the next English teaching-learning.
6. The school is able to provide native speaker for teaching grade X and it can give some positive effect in the English teaching-learning process. It implies that it is so important to every school to have mutual relationship with some particular organization and hold some mutual cooperation which can give any benefits to the school.

C. Suggestions

Based on the conclusion mentioned above, there are some suggestions that might be useful in the teaching and learning program. They are presented as follows.

1. To the School

In order to improve the quality of the English teaching-learning process of the Business Travel Program, the school should provide the supporting facilities

such as the language laboratory, computer laboratory, audio-visual laboratory, library, and improve the management so the teachers and the students can access these facilities to support the English teaching-learning process. Moreover the school should keep the cooperation with AMINEF so this organization can always help the school in providing the native speaker.

2. To the English teachers

The teachers should be the models for the students in the teaching-learning process so that the students can be more active and familiar in using English in their daily communication and fulfill their expectations when starting to join this program. Besides, the teachers should also improve the use of various interactive techniques and methods in order to make the students interested in learning materials.

3. To the students

The students should improve their English proficiency and skills through effective use of English in daily communication in the teaching-learning process and outside the class. Moreover, they should improve their discipline so that the time management of the English teaching-learning process can be more effective.

4. To the other researchers

It is expected that the result of this study can give an informative input to other researchers who want to conduct similar research, for example how to improve the effectiveness of the teaching-learning process.

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CATEGORIZATION OF THE DATA

Categorization of the data is one step to analyze the data after doing observations to the English teaching-learning process and some interviews with the English teachers and the students in the Business Travel Program. The observations results and the interviews are transcribed in the form of field notes and interview transcripts as the resources of the data. Next, after reading and identifying them carefully, the data are grouped into two categories: the planning and the implementation of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta.

A. The Planning of the English Teaching-Learning Process

The data presented below are the selected ones which relate to the planning stage of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta, especially for the components of the course design and the syllabus. The data are taken from the Interview 1 and Interview 2.

No.	Data	Resources
1.	R: Lalu, Bu, kalau saya baca di teorinya itu kan vocational school lebih ke bekerja nantinya. Bahasa Inggrisnya sendiri berbeda dengan SMA biasa. Kalau SMK kan lebih ke English for Specific Purposes. Apakah di sekolah ini menerapkan ESP? T1: Iya, Jadi dijelaskan juga misalnya gimana cara	Interview 1

	<p>menyampaikan informasi. Itu kan nantinya dipakai ketika mereka jadi guide. Misalnya seperti itu. Jadi teksnya disesuaikan dengan yang nantinya akan mereka temui di dunia kerja.</p> <p>P: Jadi teksnya disesuaikan dengan bidangnya masing-masing ya Bu? Misalnya kalau UPW mungkin teksnya tentang tourism object, seperti itu Bu?</p> <p>T1: Iya...</p>	
2.	<p>R: Lalu, kalau course design-nya sendiri apakah Ibu merancang sendiri atau seperti apa Bu?</p> <p>T1: Kalau rancangan pembelajarannya kita mengacu ke SKKD dulu ya mbak. Jadi kalau berdasarkan SKKD itu kan dibedakan jadi tiga level: level novice untuk kelas satu, elementary untuk kelas dua, sama intermediate untuk kelas tiga.</p>	Interview 1
3.	<p>R: Bisa dijelaskan lebih lanjut, Bu?</p> <p>T1: Jadi kalau level novice itu untuk pemula. Jadi belum terlalu berkaitan dengan pekerjaan. Masih paling dasar lah, Mbak...misalnya tentang greeting, describing things, people, terus expression-expression yang masih umum, misalnya thanking, apologize, sympathy.</p> <p>R: Lalu penerapan ESP-nya sendiri untuk yang level novice seperti apa, Bu?</p> <p>T1: Ya karena masih umum jadi saya buat seperti untuk konteks-nya. Misalnya kalau giving information ya kita kaitkan dengan pariwisata. Jadi saya jelaskan expression-nya seperti apa, tapi topiknya tentang objek wisata. Jadi seperti mereka sedang giving information tentang objek wisata ke turis. Kira-kira</p>	Interview 1

	seperti itu, Mbak.	
4.	<p>R: Kalau yang untuk kelas dua seperti apa, Bu?</p> <p>T1: Kelas dua itu level elementary, jadi masih dasar tapi mulai dikenalkan dengan dunia kerja. Misalnya mulai dikenalkan dengan CV, telephone conversation, selain itu juga diajarkan bagaimana making, confirming, dan cancelling appointment. Jadi mulai berkaitan dengan dunia kerja. Vocab-nya tinggal kita sesuaikan saja dengan jurusan masing-masing.</p>	Interview 1
5.	<p>R: Untuk yang kelas tiga seperti apa, Bu?</p> <p>T1: Kelas tiga itu level intermediate. Itu semakin berkaitan dengan dunia kerja, misalnya business letter, business documents, lalu juga dikenalkan juga SOP(Standard of Operational Procedure). Kalau untuk UPW ada juga tentang reservation forms, flight confirmation and cancellation, seperti itu, Mbak. Lalu kelas tiga juga kita perbanyak latihan soal ya, Mbak, karena untuk menghadapi UN juga.</p>	Interview 1
6.	<p>R: Berarti konsep pengajaran bahasa Inggrisnya berbeda ya, Bu? Karena kan kalau berdasarkan teori yang saya pelajari, untuk SMK lebih tepat menggunakan English for Specific Purposes (ESP) supaya lebih sesuai dengan bidang pekerjaannya masing-masing. Apakah seperti itu, Bu?</p> <p>T2: Ya kita acuannya dari silabus sih, mbak.</p>	Interview 2
7.	<p>R: Kalau silabusnya apakah disusun sendiri atau gimana ya, Bu?</p> <p>T2: Kita susun bareng-bareng sama tim MGMP. Jadi biasanya tiap tahun ajaran baru ada pertemuan</p>	Interview 2

	MGMP. Nanti kita bicarakan apa ada pembaharuan, atau hal-hal lainnya kemudian menyusun silabus. Jadi ditentukan kompetensinya, indikatornya, sama materinya apa saja. Lalu supaya relevan dengan jurusannya masing-masing, yang dibedakan mungkin topiknya saja sama kegiatannya. Jadi itu nanti yang kita tentukan sendiri.	
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B. The Implementation of the English Teaching-Learning Process in the Business Travel Program of SMK Negeri 6 Yogyakarta

The data presented below are the selected ones which reflect the components of English teaching-learning process, including the material, method, techniques and teacher's roles, as the characteristics of the English teaching-learning process in the Business Travel Program at SMK Negeri 6 Yogyakarta. The selected data are taken from all of the interviews and from Field Note (FN) 1, FN 2, FN 3, FN 4, FN 5, FN 7, FN 8, and FN 9.

No.	Data	Resources
1.	<p>R: Kalau kemampuan bahasa Inggris siswa UPW sendiri seperti apa, Bu?</p> <p>T1: Kalau dari segi percaya dirinya mereka lebih bagus. Mereka cukup vokal, berani mengungkapkan pendapat, tapi terkadang kosakatanya masih kurang.</p> <p>R: Berarti permasalahannya di vocab ya, Bu?</p> <p>T1: Iya, vocab-nya masih kurang.</p>	Interview 1
2.	<p>R: Kalau hambatannya dalam mengajar sendiri kira-kira apa, Bu?</p> <p>T1: Mmmmm....sarana prasarana.</p>	Interview 1

	<p>R: Bisa dijelaskan lebih lanjut, Bu?</p> <p>T1: Ya kebetulan kalau di sini lab multimedianya cuma satu, kalau pas mau pakai biasanya udah dipakai sama guru yang lain. Jadi kurang maksimal. Ya seadanya...</p> <p>R: Lalu cara mengatasinya gimana, Bu?</p> <p>T1: Ya diganti dengan aktifitas yang lain, misalnya group discussion, presentasi, games. Jadi yang nggak perlu yang harus ke lab.</p>	
3.	<p>R: Lalu materinya sendiri apa sering dari coursebook atau Ibu yang menyusun sendiri?</p> <p>T1: Nggak selalu dari coursebook. Kalau presentasi, saya hanya menyiapkan topiknya saja. Nantinya siswanya sendiri yang berdiskusi.</p> <p>R: Berarti dari sekolah juga menyediakan coursebook ya, Bu?</p> <p>T1: Iya, coursebooknya ini lho, Mbak, English for Vocational School karangan Bu Yiyis Krisnani. Jadi ini dipinjamkan untuk setiap siswa, tapi nggak selalu kita pakai.</p>	Interview 1
4.	<p>R: Kalau selain dari coursebook, sumber materinya dari mana ya, Bu?</p> <p>T1: Ya kadang saya ambil dari internet, bisa juga dari brosur-brosur wisata kalau untuk UPW.</p>	Interview 1
5.	<p>R: Nah, kalau penerapan ESP-nya sendiri seperti apa, Bu?</p> <p>T2: Ya...kita sesuaikan dengan materinya, Mbak. Mmmm...misalnya topiknya giving information. Nanti kita role-play seperti turis sama guide lagi berdialog. Lalu teks-teksnya juga yang tentang</p>	Interview 2

	pariwisata.	
6.	<p>R: Kalau kemampuan bahasa Inggrisnya siswa-siswa UPW sejauh ini seperti apa ya, Bu?</p> <p>T2: Saya lihat kemampuan mereka lebih bagus daripada jurusan lainnya ya. Mereka sangat aktif. Tinggal menata cara bicaranya saja dan menambah vocab biar lebih bagus.</p>	Interview 2
7.	<p>R: Apakah ada kesulitan, Bu, dalam mengajar?</p> <p>T2: Mmmm...lebih ke masalah disiplin kok mbak. Kadang sudah waktunya masuk ke pelajaran, mereka masih santai-santai. Terus suka rame sendiri kalau di kelas.</p> <p>R: Lalu gimana, Bu, cara mengatasinya?</p> <p>T2: Ya, harus ada kegiatan yang bisa membuat fokus. Kaya nyanyi, lalu tepuk tangan “Claps One, Claps Two”.</p> <p>R: Oooo...jadi semacam ice-breaking gitu ya, Bu?</p> <p>T2: Iya.</p>	Interview 2
8.	<p>R: Nah, karena bahasa Inggris tu penting buat bidang ini, terus menurut kamu pengajaran bahasa Inggris di sekolah ini sendiri gimana?</p> <p>S1: Eeeee...udah bagus...guru-guru juga udah menerapkan juga. Jadi udah bagus lah...</p> <p>R: Maksudnya menerapkan gimana? Kira-kira yang sudah diajarkan, sudah sesuai belum dengan bidang tourism?</p> <p>S1: Iya, sudah lumayan sesuai. Yang diajarkan sering kok dikait-kaitkan sama tourism. Kita juga kadang disuruh role-play jadi guide sama turis.</p>	Interview 3
9.	R: Terus pengajaran bahasa Inggris di sini menurut	Interview 3

	<p>kamu monoton nggak?</p> <p>S1: Monoton sih nggak ya mbak....ya pokoknya udah bagus lah...</p>	
10.	<p>R: Kalau materinya sendiri lumayan variatif nggak sih dek? Atau cuma diambil dari buku ajar aja?</p> <p>S1: Oh, nggak cuma dari buku ajar aja kok mbak. Guru-guru di sini biasanya sharing pengalaman juga jadi lebih asyik.</p>	Interview 3
11.	<p>R: Terus kira-kira dalam pengajaran bahasa Inggris yang belum sesuai sama harapan kamu apa?</p> <p>S1: Ummmm...apa ya mbak? Ya kalau guru-guru di sini kadang pola pikirnya masih kaya' jaman dulu aja sih mbak. Pengennya cuma guru-guru juga ngikuti perkembangan jaman jadi lebih up-to-date aja.</p>	Interview 3
12.	<p>R: Nah, menurut kamu sendiri, pengajaran bahasa Inggris di sini gimana? Sudah memenuhi kompetensi yang dibutuhkan belum untuk program ini? Misalnya untuk jadi guide.</p> <p>S2: Saya rasa sudah.</p>	Interview 4
13.	<p>R: Terus sistem pembelajarannya sudah efektif belum?</p> <p>S2: Mmmmm...sudah efektif.</p>	Interview 4
14.	<p>R: Katanya kalau dalam pelajaran program produktif, gurunya kadang pake bahasa Inggris juga ya dek?</p> <p>S2: Iya, mbak.</p> <p>R: Nah, yang diajarkan dari pelajaran bahasa Inggris menunjang nggak untuk program produktifnya?</p> <p>S2: Iya, mbak, yang kita pelajari di pelajaran bahasa Inggris kadang nantinya dipakai di program produktifnya. Malah sangat menunjang</p>	Interview 4
15.	<p>R: Terus, pembelajaran bahasa Inggris yang kamu</p>	Interview 4

	<p>pengen tu sebenarnya yang seperti apa? Yang belum dilakukan di sini?</p> <p>S2: Ya...yang banyak maju-majunya mbak.</p> <p>R: Maksudnya?</p> <p>S2: Banyak maju ke depan kelas itu lho mbak.</p> <p>R: Ooooo...berarti yang banyak melibatkan siswa gitu ya? Biar siswanya lebih aktif?</p> <p>S2: Iya, mbak. Biar kita juga praktek, nggak cuma ditulis aja.</p> <p>R: Kalau saya lihat, Guru sering menyuruh siswa maju ke depan kelas. Atau menurut kamu masih kurang ya?</p> <p>S2: Ya kadang waktunya nggak cukup, jadi nggak kebanyakan maju.</p> <p>R: Nggak selalu dapat giliran?</p> <p>S2: Iya...</p>	
16.	<p>R: Kalau gitu pengajaran bahasa Inggris di sini udah efektif belum sih dek menurut kamu?</p> <p>S3: Mmmmm...maksudnya gimana, mbak?</p> <p>R: Ya, yang diajarkan gurunya kira-kira bisa dimengerti nggak? Terus kira-kira sesuai enggak sama bidang pariwisata? Kira-kira yang diajarkan bisa dipakai enggak besok kalau udah kerja?</p> <p>S3: Oh, ya bisa dimengerti sih, mbak. Kalau belum ngerti ya tinggal tanya. Sesuai juga sama bidang pariwisata. Kadang pelajarannya disetting kaya turis sama guide gitu kok mbak.</p>	Interview 5
17.	<p>R: Di sini kan sistemnya team teaching ya dek, gurunya nggak cuma satu. Kelas satu ada dua guru dan satu native speaker. Menurut kamu gimana? Nyaman</p>	Interview 5

	<p>enggak dengan sistem yang seperti ini?</p> <p>S3: Nyaman sih mbak. Kan jadi saling melengkapi.</p> <p>R: Nggak bingung sama pembagian materinya?</p> <p>S3: Ya cuma kadang-kadang kita yang lupa. Kita ingetnya bu ini ngajar yang materi ini, tapi ternyata kebalik...hehe...</p>	
18.	<p>Kemudian NS bertanya bagaimana kalau seseorang menanyakan direction kepada kita. Bagaimana kita menjelaskan direction-nya. Kemudian NS menjelaskan cara memberikan arah dalam bahasa Inggris. Siswa pun antusias dan ikut menyebutkan beberapa, seperti: turn right, turn left, go straight, turn around.</p>	Field Note 1
19.	<p>NS lalu bertanya lagi pada siswa bagaimana kalau kurang memahami direction-nya. NS lalu menjelaskan, "You can say could you repeat that? Or may be if you explain the direction to me, I will say hold on ... or slow down, because I can't understand if you're talking so fast." Kemudian seorang siswa berkata, "Ooooh, alon-alon!" siswa lainnya tertawa. NS terlihat tertarik dan berkata, "What do you say in Indonesian?" para siswa serempak menjawab, "Alon-alon!" NS pun menirukan, "Alon-alon?" Para siswa tertawa mendengar aksen NS dan menirukan cara bicara NS.</p>	Field Note 1
20.	<p>NS melanjutkan pelajarannya dengan memberikan latihan kepada siswa. NS menjelaskan instruksinya terlebih dahulu dalam bahasa Inggris. NS menyuruh siswa untuk menyiapkan selembar kertas. NS akan membacakan direction dari sekolah menuju rumahnya dan para siswa diminta menggambar petanya. Setelah</p>	Field Note 1

	siswa terlihat siap, NS pun mulai membacakan direction tersebut. Tampak para siswa serius menggambar, mengikuti alur instruksi direction NS.	
21.	NS mengatakan bahwa mereka akan memainkan sebuah game. NS menyebutkan nama games-nya adalah “Streets and Alleys” dan menuliskannya di papan tulis. Kemudian NS menggambar empat garis horizontal dan menjelaskan instruksi games-nya. NS menjelaskan mereka akan bermain di halaman sekolah. Para siswa diminta berbaris membentuk empat saf dan ada dua siswa yang menjadi pemain utama. Salah satu dari dua siswa tersebut akan menjadi speaker dan yang lainnya lagi akan menjadi listener, sedangkan sisanya akan mengikuti perintah NS untuk menjadi streets atau alleys.	Field Note 1
22.	NS menyuruh siswa ke halaman tanpa membawa alat tulis apapun. Para siswa segera ke luar mengikuti NS. NS kemudian menyuruh siswa berbaris sesuai instruksi yang telah dijelaskan tadi. TA membantu mengatur barisan siswa. Setelah siswa berbaris, NS menginstruksikan siswa agar merentangkan kedua tangan. NS pun melanjutkan instruksinya sambil memberikan contoh.	Field Note 1
23.	Setelah semua siswa siap, permainan pun dimulai. Siswa yang menjadi speaker memberikan instruksi: go straight, turn right, turn around. Siswa yang menjadi listener mengikuti instruksi itu. NS pun berteriak, “Alleys!” dan para siswa lainnya melompat, memutar badan ke sisi kiri sehingga terbentuk barisan empat berbanjar. Sela-sela barisan tersebut diumpamakan	Field Note 1

	<p>sebagai alleys (gang-gang kecil). Para siswa tertawa riuh karena the Listener terjebak di tengah barisan. The Speaker pun mengubah instruksinya agar the Listener bisa menemukan jalan ke ujung lain barisan. NS kembali berteriak, "Streets!" dan para siswa melompat membentuk empat bersaf. Kemudian terbentuk sela barisan yang cukup besar yang diumpamakan seperti streets (jalan). The Speaker kembali memberikan instruksi yang berbeda sesuai jalan yang tersedia. The Listener mengikuti instruksi tersebut sampai bisa keluar dari barisan dan berteriak kegirangan, "Yeeeeaaaaayyy!" Para siswa lainnya bertepuk tangan dan NS memberikan pujian, "Very good...You did it!"</p>	
24.	<p>Para siswa bergantian menjadi the Listener dan the Speaker. Setelah waktu menunjukkan jam pelajaran hampir berakhir, NS mengakhiri permainan dan menyuruh siswa kembali ke dalam kelas.</p>	Field Note 1
25.	<p>ET pun mencoba menenangkan kelas. Lalu ET menunjuk siswa satu per satu untuk membaca kalimat-kalimat yang ada di buku dan bertanya apakah kalimat tersebut mengacu pada needs atau wants.</p>	Field Note 2
26.	<p>NS kembali menjelaskan comparison sambil menuliskannya di papan tulis. "There are three types of comparisons: unequal, equal, and superlative. Unequal is like the example. Equal is used when we compare two things which are the same, and superlative means that something the most or the best."</p>	Field Note 3
27.	<p>Lalu TA menjelaskan apa yang harus dilakukan siswa. TA menyuruh siswa membuat daftar pertanyaan yang nantinya bisa ditanyakan kepada para native speaker.</p>	Field Note 4

	<p>Kemudian TA menjelaskan cara menyusun pertanyaan. TA bertanya, “OK. Just remind you about question words. Apa saja question words itu?” Lalu Para siswa menjawab, “Why, when, who, where, how.” TA menuliskannya di papan tulis.</p> <p>TA membahas lebih lanjut tentang penggunaan question words. TA bertanya, “So, when we use ‘why’?” Salah satu siswa menjawab, “Kapan!” TA mengerutkan keningnya dan para siswa terlihat memahami bahwa jawaban itu salah. Siswa lainnya menjawab, “Kenapa, mengapa!” TA menjawab, “Ya. ‘Why’ artinya kenapa atau mengapa.” Lalu seorang siswa juga menjawab, “We use ‘why’ when we need a reason.” Lalu TA memuji, “Ya. Very good.”</p> <p>TA membahas question words lainnya dan meminta siswa memberikan satu contoh untuk masing-masing question words. Lalu TA menuliskannya di papan tulis:</p> <ul style="list-style-type: none"> • Why: asking the reason. E.g: Why do you love me? • What: asking something E.g: What are you doing? • When: asking time E.g: When will you come to my house? • Who: asking someone (subject) E.g: Who are they? • Where: asking place E.g: Where are you from? Where do you come from? • How: asking manner, situation E.g: How are you? How do you do? 	
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	<p>How did you come to Jogja? By plane.</p> <p>Bel istirahat berbunyi. TA berkata, “Well, break time. You can get a rest now. And please go back to the class on time.”</p>	
28.	<p>NS mulai membuka pelajaran. NS mengatakan bahwa kali ini dia akan mengajar bersama ayah dan temannya. Lalu NS menyuruh ayah dan temannya memperkenalkan diri. Ayah NS mengatakan bahwa namanya John dan teman NS juga menyebutkan bahwa namanya Zach.</p> <p>Lalu NS menjelaskan bahwa para siswa boleh bertanya apa saja dan harus mengajukan pertanyaan. Untuk menentukan giliran, NS menggunakan sebuah permainan bernama ‘fruit bowl’.</p>	Field Note 4
29.	<p>ET berkata, “Yang tahu ceritanya silakan dikerjakan. Ini saya ada beberapa sumber yang bisa dijadikan acuan. Nanti di rumah kalian cari sumber lainnya untuk melengkapi.” Lalu ET membagikan beberapa lembar kertas yang berisi informasi tentang obyek wisata di Kotagede dalam bahasa Indonesia. Lalu ET berkata, “Coba kamu Inggrisiskan teksnya.”</p>	Field Note 5
30.	<p>Setelah para siswa selesai mencatat, ET menyuruh siswa membentuk kelompok yang terdiri dari lima atau enam siswa. Para siswa segera membentuk kelompok. ET menyediakan beberapa gambar dan menginstruksikan setiap kelompok memilih satu gambar dan mendiskusikannya.</p>	Field Note 7
31.	<p>Perwakilan tiap-tiap kelompok maju ke depan dan memilih gambar. Setelah itu, mereka kembali duduk dan berdiskusi dengan kelompok masing-masing.</p>	Field Note 7

	Para siswa tampak serius berdiskusi. Mereka juga membuka kamus untuk membantu menerjemahkan kata-kata sulit. Kadang siswa juga menanyakan kata-kata sulit tersebut kepada siswa dari kelompok yang lain.	
32.	NS akan memberikan satu kalimat dan siswa yang duduk paling ujung akan melanjutkan kalimat tersebut. Siswa di sampingnya akan melanjutkan kalimat yang telah dibuat siswa sebelumnya. Masing-masing siswa diberi waktu untuk membaca dan memahami cerita yang telah dibuat sebelumnya, serta memikirkan ide cerita selanjutnya. Apabila mereka telah siap, NS akan memberi waktu satu menit kepada siswa untuk menuliskan lanjutan cerita.	Field Note 8
33.	Hampir sama dengan kegiatan sebelumnya, ET menyediakan beberapa gambar tentang masalah lingkungan dan bencana alam. Setiap kelompok disuruh memilih satu gambar dan mendiskusikan bagaimana cara mencegah kejadian yang ada di gambar tersebut dan bagaimana cara mengatasinya apabila sudah terjadi. Lalu tiap kelompok harus mempresentasikan hasil diskusi mereka dan kelompok lainnya boleh mengajukan pertanyaan.	Field Note 9

INTERVIEW GUIDELINE FOR TEACHERS

No	Topic Areas	Sample Questions
1.	Business Travel Program at SMK Negeri 6 Yogyakarta	<ul style="list-style-type: none"> a. Sejak kapan program Usaha Perjalanan Wisata (UPW) diadakan di sekolah ini b. Apa tujuan dari program UPW di sekolah ini? c. Bagaimana konsep pembelajaran untuk program UPW di sekolah ini?
2.	The Implementation of English for Specific Purposes (ESP) in Business Travel Program at SMK Negeri 6 Yogyakarta	<ul style="list-style-type: none"> a. Apakah konsep English for Specific Purposes (ESP) diterapkan dalam pembelajaran bahasa Inggris pada program UPW di sekolah ini? b. Seperti apa penerapan ESP pada pembelajaran bahasa Inggris untuk program UPW di sekolah ini? c. Seperti apa course design untuk pembelajaran bahasa Inggris pada program UPW di sekolah ini? d. Bagaimana proses penyusunan silabus untuk pelajaran bahasa Inggris di sekolah ini? e. Jenis materi apa saja yang digunakan untuk mengajar bahasa Inggris? f. Apakah ada coursebook yang digunakan untuk mengajar bahasa Inggris? g. Metode apa saja yang digunakan dalam mengajar bahasa Inggris untuk

		<p>program UPW di sekolah ini?</p> <p>h. Mengapa memilih metode tersebut?</p> <p>i. Hambatan apa saja yang dirasakan dalam mengajar bahasa Inggris untuk program UPW di sekolah ini?</p> <p>j. Bagaimana cara mengatasi hambatan tersebut?</p>
3.	Native Speaker and the Influences for the English Teaching-Learning Process in Business Travel Program at SMK Negeri 6 Yogyakarta	<p>a. Sejak kapan sekolah ini bekerja sama dengan AMINEF untuk menyediakan native speaker untuk pelajaran bahasa Inggris?</p> <p>b. Apakah ada pengaruhnya terhadap proses pembelajaran?</p>

INTERVIEW GUIDELINE FOR STUDENTS

No	Topic Areas	Sample Questions
1.	Business Travel Program at SMK Negeri 6 Yogyakarta	<ul style="list-style-type: none"> a. Mengapa memilih masuk program UPW? b. Apakah pilihan tersebut merupakan keinginan tersendiri atau dari pihak lainnya? c. Setelah lulus apakah anda akan melanjutkan pendidikan ke jenjang yang lebih tinggi atau masuk ke dunia kerja?
2.	The Implementation of English for Specific Purposes (ESP) in Business Travel Program at SMK Negeri 6 Yogyakarta	<ul style="list-style-type: none"> a. Menurut anda apakah pembelajaran bahasa Inggris itu penting untuk program UPW? Mengapa? b. Bagaimana menurut anda pengajaran bahasa Inggris di sekolah ini? c. Sudah sesuaikah materi yang diajarkan di sekolah ini dengan bidang UPW? d. Kira-kira apakah materi bahasa Inggris yang diajarkan di sekolah ini nantinya bisa dipakai di dunia kerja dalam bidang pariwisata? e. Bagaimana menurut anda cara Guru mengajar bahasa Inggris? Apakah sudah tepat? f. Hal apa saja yang perlu diperbaiki dalam cara Guru mengajar?

3.	Native Speaker and the Influences for the English Teaching-Learning Process in Business Travel Program at SMK Negeri 6 Yogyakarta	<p>a. Bagaimana pendapat anda tentang guru native speaker di sekolah ini?</p> <p>b. Apakah ada pengaruhnya terhadap proses pembelajaran?</p>
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INTERVIEW TRANSCRIPTS

R : Researcher
T1 : Teacher 1
T2 : Teacher 2
S1 : Student 1
S2 : Student 2
S3 : Student 3

Interview 1

Respondent : Mrs. Yuni (Teacher 1)

Day/date : Wednesday, 27 April 2011

R : Kalau boleh tahu, Bu, sejak kapan ada program UPW?
T1 : Baru tiga tahun ini kok mbak.
R : Berarti belum ada lulusannya ya, bu?
T1 : Belum, baru tahun ini.
R : Kalau tujuannya UPW sendiri, setelah lulus nantinya siswa diarahkan untuk ke perguruan tinggi atau langsung bekerja ya bu?
T1 : Ke perguruan tinggi bisa, tapi biasanya kalau dari SMK langsung kerja. Kalau UPW nanti kerjanya di agen-agen itu lho mbak. Di agen ticketing, biro pariwisata, terus jadi guide juga.
R : Kalau kemampuan bahasa Inggris siswa UPW sendiri seperti apa, Bu?
T1 : Kalau dari segi percaya dirinya mereka lebih bagus. Mereka cukup vokal, berani mengungkapkan pendapat, tapi terkadang kosakatanya masih kurang.
R : Berarti permasalahannya di vocab ya, Bu?
T1 : Iya, vocab-nya masih kurang.
R : Kalau hambatannya dalam mengajar sendiri kira-kira apa, Bu?
T1 : Mmmmm....sarana prasarana.
R : Bisa dijelaskan lebih lanjut, Bu?

- T1 : Ya kebetulan kalau di sini lab multimedianya cuma satu, kalau pas mau pakai biasanya udah dipakai sama guru yang lain. Jadi kurang maksimal. Ya seadanya...
- R : Lalu cara mengatasinya gimana, Bu?
- T1 : Ya diganti dengan aktifitas yang lain, misalnya group discussion, presentasi, games. Jadi yang nggak perlu yang harus ke lab.
- R : Lalu, Bu, kalau saya baca di teorinya itu kan vocational school lebih ke bekerja nantinya. Bahasa Inggrisnya sendiri berbeda dengan SMA biasa. Kalau SMK kan lebih ke English for Specific Purposes. Apakah di sekolah ini menerapkan ESP?
- T1 : Iya, Jadi dijelaskan juga misalnya gimana cara menyampaikan informasi. Itu kan nantinya dipakai ketika mereka jadi guide. Misalnya seperti itu. Jadi teksnya disesuaikan dengan yang nantinya akan mereka temui di dunia kerja.
- P : Jadi teksnya disesuaikan dengan bidangnya masing-masing ya Bu? Misalnya kalau UPW mungkin teksnya tentang tourism object, seperti itu Bu?
- T1 : Iya...
- R : Lalu, kalau course design-nya sendiri apakah Ibu merancang sendiri atau seperti apa Bu?
- T1 : Kalau rancangan pembelajarannya kita mengacu ke SKKD dulu ya mbak. Jadi kalau berdasarkan SKKD itu kan dibedakan jadi tiga level: level novice untuk kelas satu, elementary untuk kelas dua, sama intermediate untuk kelas tiga.
- R : Bisa dijelaskan lebih lanjut, Bu?
- T1 : Jadi kalau level novice itu untuk pemula. Jadi belum terlalu berkaitan dengan pekerjaan. Masih paling dasar lah, Mbak...misalnya tentang greeting, describing things, people, terus expression-expression yang masih umum, misalnya thanking, apologize, sympathy.
- R : Lalu penerapan ESP-nya sendiri untuk yang level novice seperti apa, Bu?

- T1 : Ya karena masih umum jadi saya buat seperti untuk konteks-nya. Misalnya kalau giving information ya kita kaitkan dengan pariwisata. Jadi saya jelaskan expression-nya seperti apa, tapi topiknya tentang objek wisata. Jadi seperti mereka sedang giving information tentang objek wisata ke turis. Kira-kira seperti itu, Mbak.
- R : Kalau yang untuk kelas XI seperti apa, Bu?
- T1 : Kelas XI itu level elementary, jadi masih dasar tapi mulai dikenalkan dengan dunia kerja. Misalnya mulai dikenalkan dengan CV, telephone conversation, selain itu juga diajarkan bagaimana making, confirming, dan cancelling appointment. Jadi mulai berkaitan dengan dunia kerja. Vocab-nya tinggal kita sesuaikan saja dengan jurusan masing-masing.
- R : Untuk yang kelas XII seperti apa, Bu?
- T1 : Kelas XII itu level intermediate. Itu semakin berkaitan dengan dunia kerja, misalnya business letter, business documents, lalu juga dikenalkan juga SOP(Standard of Operational Procedure). Kalau untuk UPW ada juga tentang reservation forms, flight confirmation and cancellation, seperti itu, Mbak. Lalu kelas tiga juga kita perbanyak latihan soal ya, Mbak, karena untuk menghadapi UN juga.
- R : Lalu materinya sendiri apa sering dari coursebook atau Ibu yang menyusun sendiri?
- T1 : Nggak selalu dari coursebook. Kalau presentasi, saya hanya menyiapkan topiknya saja. Nantinya siswanya sendiri yang berdiskusi.
- R : Berarti dari sekolah juga menyediakan coursebook ya, Bu?
- T1 : Iya, coursebooknya ini lho, Mbak, English for Vocational School karangan Bu Yiyis Krisnani. Jadi ini dipinjamkan untuk setiap siswa, tapi nggak selalu kita pakai.
- R : Kalau selain dari coursebook, sumber materinya dari mana ya, Bu?
- T1 : Ya kadang saya ambil dari internet, bisa juga dari brosur-brosur wisata kalau untuk UPW.
- R : Kemudian di sini juga ada native speaker-nya ya, Bu? Sudah berapa lama bekerja sama dengan AMINEF?

- T1 : Sekitar dua tahun ini, mbak.
- R : Kira-kira berapa lama native speaker-nya mengajar di sini? Apa satu tahun ajaran atau hanya satu semester saja?
- T1 : Kira-kira sembilan bulan, mbak. Jadi pertengahan semester I sampai sebelum ujian semester II.
- R : Ada pengaruhnya nggak sih, Bu, diajar native speaker? Apakah kemampuan siswanya jadi lebih baik atau gimana?
- T1 : Jelas berpengaruh, mbak. Terutama dalam kepercayaan diri siswanya. Jadi mereka nggak malu-malu lagi menghadapi orang asing. Terus mereka juga semakin tertarik mengikuti pelajaran bahasa Inggris. Siswa juga jadi lebih fokus memperhatikan pelajaran. Kalau bule kan ngomongnya lebih kelihatan menarik, jadi siswa juga lebih interest. Dan kalau nggak memperhatikan bisa nggak dong, kan bule ngomongnya lebih cepet jadi mereka harus lebih fokus.

Interview 2

Respondent : Mrs. Puji (Teacher 2)

Day/date : Thursday, 28 April 2011

- R : Boleh dijelaskan, Bu, tujuan dari program UPW?
- T2 : Tujuannya ya untuk mencetak tenaga kerja di bidang pariwisata.
- R : Berarti mereka lebih dipersiapkan untuk bekerja ya Bu, nanti setelah lulus?
- T2 : Kalau SMK kan memang seperti itu, mbak. Siswa kita persiapkan supaya bisa langsung kerja setelah lulus. Tapi biasanya ada juga yang lanjut kuliah. Tapi tujuan utamanya ya bekerja.
- R : Berarti konsep pengajaran bahasa Inggrisnya berbeda ya, Bu? Karena kan kalau berdasarkan teori yang saya pelajari, untuk SMK lebih tepat menggunakan English for Specific Purposes (ESP) supaya lebih sesuai dengan bidang pekerjaannya masing-masing. Apakah seperti itu, Bu?
- T2 : Ya kita acuananya dari silabus sih, mbak.

- R : Kalau silabusnya apakah disusun sendiri atau gimana ya, Bu?
- T2 : Kita susun bareng-bareng sama tim MGMP. Jadi biasanya tiap tahun ajaran baru ada pertemuan MGMP. Nanti kita bicarakan apa ada pembaharuan, atau hal-hal lainnya kemudian menyusun silabus. Jadi ditentukan kompetensinya, indikatornya, sama materinya apa saja. Lalu supaya relevan dengan jurusannya masing-masing, yang dibedakan mungkin topiknya saja sama kegiatannya. Jadi itu nanti yang kita tentukan sendiri.
- R : Kalau course design-nya untuk jurusan UPW seperti apa ya Bu? Apakah ada proses needs analysis dan sebagainya, seperti dalam teori gitu, Bu?
- T2 : Ya kita mengacu pada SKKD lalu melihat silabusnya. Kalau SKKD bahasa Inggris untuk SMK kan masih general ya, mbak. Masih umum. Jadi kita sesuaikan dengan SKKD program produktifnya. Jadi needs analysisnya dilakukan dengan melihat SKKD program produktifnya.
- R : Nah, kalau penerapan ESP-nya sendiri seperti apa, Bu?
- T2 : Ya...kita sesuaikan dengan materinya, Mbak. Mmmm...misalnya topiknya giving information. Nanti kita role-play seperti turis sama guide lagi berdialog. Lalu teks-teksnya juga yang tentang pariwisata.
- R : Kalau kemampuan bahasa Inggrisnya siswa-siswa UPW sejauh ini seperti apa ya, Bu?
- T2 : Saya lihat kemampuan mereka lebih bagus daripada jurusan lainnya ya. Mereka sangat aktif. Tinggal menata cara bicaranya saja dan menambah vocab biar lebih bagus.
- R : Apakah ada kesulitan, Bu, dalam mengajar?
- T2 : Mmmm...lebih ke masalah disiplin kok mbak. Kadang sudah waktunya masuk ke pelajaran, mereka masih santai-santai. Terus suka rame sendiri kalau di kelas.
- R : Lalu gimana, Bu, cara mengatasinya?
- T2 : Ya, harus ada kegiatan yang bisa membuat fokus. Kaya nyanyi, lalu tepuk tangan “Claps One, Claps Two”.
- R : Oooo...jadi semacam ice-breaking gitu ya, Bu?

- T2 : Iya.
- R : Kemudian kalau di sini kan ada native speaker-nya ya, Bu. Kira-kira pengaruhnya seperti apa?
- T2 : Ya mereka jadi lebih percaya diri. Nggak takut lagi ngomong sama bule. Terus...listeningnya jadi lebih bagus karena langsung belajar mendengarkan dari native-nya.

Interview 3

Respondent : Student 1 (S1)

Day/Date : Wednesday, 4 May 2011

- R : Halo, dek, boleh ganggu bentar? Cuma ngobrol-ngobrol aja kok, tapi direkam, nggak papa kan?
- S1 : Oh, nggak papa kok mbak.
- R : OK, kenapa sih dek dulu kok milih UPW?
- S1 : Karena...yaaaaa...punya cita-cita jadi guide.
- R : Berarti ini ya, keinginan sendiri ya? Bukan paksaan dari orang tua atau pihak lain?
- S1 : Oh, nggak mbak, memang keinginan sendiri pengen masuk UPW.
- R : Terus menurut kamu bahasa Inggris tu penting nggak sih untuk bidang UPW?
- S1 : Penting, mbak, penting banget. Karena...eeeeee...UPW tu lingkup kerjanya nggak cuma dunia domestik, cuma bahasa-bahasa lokal, cuma orang-orang lokal, tapi juga dari orang-orang luar negeri yang datang ke sini yang menggunakan jasa kita, terus waktu guiding, ticketing, itu kan hubungannya juga universal juga kan. Bahasa Inggris kan bahasa internasional, jadi yang dari luar

negeri, dari negara-negara lain, kebanyakan pakainya bahasa inggris juga, jadi buat tourism bahasa inggris itu penting.

R : Nah, karena bahasa Inggris tu penting buat bidang ini, terus menurut kamu pengajaran bahasa Inggris di sekolah ini sendiri gimana?

S1 : Eeeee...udah bagus...guru-guru juga udah menerapkan juga. Jadi udah bagus lah...

R : Maksudnya menerapkan gimana? Kira-kira yang sudah diajarkan, sudah sesuai belum dengan bidang tourism?

S1 : Iya, sudah lumayan sesuai. Yang diajarkan sering kok dikaitkan sama tourism. Kita juga kadang disuruh role-play jadi guide sama turis.

R : Terus ada pengaruhnya nggak sih diajar sama native speaker?

S1 : Pengaruh sih, mbak, kita kan jadi lebih pede gitu sama orang-orang asing. Kalau liat orang-orang asing udah nggak kaget juga. Kan jadi terbiasa.

R : Terus pengajaran bahasa Inggris di sini menurut kamu monoton nggak?

S1 : Monoton sih nggak ya mbak....ya pokoknya udah bagus lah...

R : Terus kalau nilai-nilainya sendiri gimana dek? Nilai bahasa Inggrisnya kelas ini apa lebih tinggi dari kelas lainnya atau gimana?

S1 : Kalau kata guru-guru memang lebih tinggi dari kelas lainnya sih mbak.

R : Kalau materinya sendiri lumayan variatif nggak sih dek? Atau cuma diambil dari buku ajar aja?

S1 : Oh, nggak cuma dari buku ajar aja kok mbak. Guru-guru di sini biasanya sharing pengalaman juga jadi lebih asyik.

R : Terus kira-kira dalam pengajaran bahasa Inggris yang belum sesuai sama harapan kamu apa?

- S1 : Ummmm...apa ya mbak? Ya kalau guru-guru di sini kadang pola pikirnya masih kaya' jaman dulu aja sih mbak. Pengennya cuma guru-guru juga ngikuti perkembangan jaman jadi lebih up-to-date aja.
- R : Nah, besok kalau udah lulus dari sini mau kuliah atau langsung kerja?
- S1 : Pengennya langsung kerja. Kalau kuliah pengennya nanti setelah kerja atau sambil kerja jadi kuliahnya pakai duit sendiri.
- R : Jadi tujuan utamanya kerja dulu ya dek?
- S1 : Iya mbak, kerja dulu.
- R : OK dek, kayaknya itu aja dulu, makasih ya.

Interview 4

Respondent : Student 2 (S2)

Day/Date : Wednesday, 11 May 2011

- R : Sorry, dek, ganggu bentar nggak papa ya...
- S2 : Oh, iya mbak...
- R : Ini mau nanya-nanya dikit, kenapa sih milih masuk UPW?
- S2 : Ummmm...karena ingin lebih baik dalam mengenali budaya dan potensi pariwisata Indonesia.
- R : Jadi masuk UPW memang pilihan sendiri ya? Bukan karena disuruh orang tua?
- S2 : Iya mbak, pilihan sendiri.
- R : Terus menurut kamu bahasa Inggris itu penting nggak buat menunjang program UPW?
- S2 : Sangat penting mbak, karena besok kan kita menghadapi orang asing. Jadi ngomongnya harus pakai bahasa Inggris.

- R : Nah, menurut kamu sendiri, pengajaran bahasa Inggris di sini gimana? Sudah memenuhi kompetensi yang dibutuhkan belum untuk program ini? Misalnya untuk jadi guide.
- S2 : Saya rasa sudah.
- R : Terus sistem pembelajarannya sudah efektif belum?
- S2 : Mmmmm...sudah efektif.
- R : Katanya kalau dalam pelajaran program produktif, gurunya kadang pake bahasa Inggris juga ya dek?
- S2 : Iya, mbak.
- R : Nah, yang diajarkan dari pelajaran bahasa Inggris menunjang nggak untuk program produktifnya?
- S2 : Iya, mbak, yang kita pelajari di pelajaran bahasa Inggris kadang nantinya dipakai di program produktifnya. Malah sangat menunjang
- R : Kemarin kalau nggak salah pada main ke kotagede ya? Bisa diceritakan nggak, dek, di sana ngapain aja sih?
- S2 : Di sana kita liat rumah-rumah joglo....terus...ya pokoknya mempelajari sejarahnya...
- R : Cuma liat-liat aja, atau gimana?katanya kemarin mau roleplay?
- S2 : Iya liat-liat terus roleplay. Ada yang jadi guide, ada yang jadi tourist-nya.
- R : Efektif nggak, dek, kira-kira kalau cara belajarnya di luar kelas seperti itu?
- S2 : Ya efektif, mbak. Kan lumayan sambil jalan-jalan. Kalau di kelas terus bosan.
- R : Terus, pembelajaran bahasa Inggris yang kamu pengen tu sebenarnya yang seperti apa? Yang belum dilakukan di sini?
- S2 : Ya...yang banyak maju-majunya mbak.
- R : Maksudnya?
- S2 : Banyak maju ke depan kelas itu lho mbak.

- R : Ooooo...berarti yang banyak melibatkan siswa gitu ya? Biar siswanya lebih aktif?
- S2 : Iya, mbak. Biar kita juga praktek, nggak cuma ditulis aja.
- R : Kalau saya lihat, Guru sering menyuruh siswa maju ke depan kelas. Atau menurut kamu masih kurang ya?
- S2 : Ya kadang waktunya nggak cukup, jadi nggak kebanyakan maju.
- R : Nggak selalu dapat giliran?
- S2 : Iya...

Interview 5

Respondent : Student 3 (S3)
 Day/Date : Thursday, 12 May 2011

- R : Sorry, dek, ngobrol-ngobrol bentar mau nggak?
- S3 : Oh, iya mbak...
- R : Kenapa sih dek milih masuk UPW?
- S3 : Eeeeeee....soalnya memang pengen kerja di bidang pariwisata sih mbak.
- R : Milih sendiri atau disuruh orang tua?
- S3 : Milih sendiri dong, mbak.
- R : Terus tadi katanya karena pengen kerja di bidang pariwisata, berarti habis lulus langsung mau kerja ya, dek?
- S3 : Ya pengennya sih, mbak, tapi belum tahu juga. Kalau ada biaya ya lanjut kuliah, tapi kalau sekarang ya pengennya habis lulus kerja dulu.
- R : Nah, menurut kamu bahasa Inggris itu penting nggak buat program UPW?
- S3 : Penting...penting banget mbak, karena besok kan kita menghadapi orang asing. Jadi ngomongnya harus pakai bahasa Inggris.
- R : Kalau gitu pengajaran bahasa Inggris di sini udah efektif belum sih dek menurut kamu?

- S3 : Mmmmm...maksudnya gimana, mbak?
- R : Ya, yang diajarkan gurunya kira-kira bisa dimengerti nggak? Terus kira-kira sesuai enggak sama bidang pariwisata? Kira-kira yang diajarkan bisa dipakai enggak besok kalau udah kerja?
- S3 : Oh, ya bisa dimengerti sih, mbak. Kalau belum ngerti ya tinggal tanya. Sesuai juga sama bidang pariwisata. Kadang pelajarannya disetting kaya turis sama guide gitu kok mbak.
- R : Di sini kan sistemnya team teaching ya dek, gurunya nggak cuma satu. Kelas satu ada dua guru dan satu native speaker. Menurut kamu gimana? Nyaman enggak dengan sistem yang seperti ini?
- S3 : Nyaman sih mbak. Kan jadi saling melengkapi.
- R : Nggak bingung sama pembagian materinya?
- S3 : Ya cuma kadang-kadang kita yang lupa. Kita ingetnya bu ini ngajar yang materi ini, tapi ternyata kebalik...hehe...
- R : Terus kalau native-nya menurut kamu gimana?
- S3 : Ya ngajarnya enak sih mbak. Menarik juga, sering main games. Cuma harus bener-bener merhatiin soalnya ngomongnya lebih cepet dari guru biasanya.
- R : Oh ya, yang kemarin tanggal berapa ya...yang sama Mrs. Puji itu kok malah pada pulang? Yang disuruh pindah ruangan soalnya ruang biasanya mau dipake.
- S3 : Oh itu...habisnya sebel juga sih mbak. Jam terakhir udah ngantuk, laper, malah suruh pindah ke atas. Di atas kan panas.
- R : Kamu ikut pulang nggak waktu itu?
- S3 : Ya enggak mbak. Sebenarnya pengen sih, tapi kalau pulang nanti malah jadi nggak ada muridnya. Kan kasihan gurunya...
- R : Terus kok pada rame banget di kelas, beda kalau di kelasnya Ms. Demi. Apa selalu gitu dek?
- S3 : Enggak juga sih mbak. Mungkin karena jam terakhir juga jadi udah capek, pengen pulang. Kadang juga pada diem, tapi kepalanya senderin ke meja (tidur-tiduran)...hehe...

- R : Terus kok setiap pelajaran bahasa inggris gitu pasti ada aja yang nggak masuk kenapa ya dek?
- S3 : Memang di sini gitu mbak. Ada yang memang suka seenaknya gitu. Jadi misal hari ini sekolah, besok bolos, besoknya lagi masuk, besoknya lagi bolos lagi.
- R : Lho apa nggak ditegur sama sekolah, dek?
- S3 : Ya paling dipanggil guru BK.
- R : Oh, gitu. Ok dek, thanks yah.
- S3 : You're welcome...mbak...

FIELD NOTES

Field Note 1

Date : March 29, 2011

Class : X UPW

Teachers' name : Ms. Demi (Native Speaker) & Mrs. Yuni (Teacher's assistant)

1. Cuaca cerah sedikit mendung. Tampak para siswa sedang asyik mengobrol dengan temannya sambil menunggu guru datang. Peneliti (P), guru native speaker (NS), dan guru bahasa inggris, yang dalam hal ini menjadi pendamping native speaker (Teacher's Assistant-TA), memasuki ruang kelas. Para siswa segera bersiap memulai pelajaran. Sebelum dimulai, TA menyuruh para siswa untuk menata dan merapikan deretan kursi.
2. NS membuka pelajaran dengan mengucapkan greeting, "Good morning everyone, how are you today? Good?" Siswa menjawab, "Fine, thank you. And you?" NS pun menjawab, "Excellent. I'm fine too, thank you."
3. Setelah greeting, NS menjelaskan topik hari ini. NS berkata, "Now, I want to talk about direction. Do you know how to give direction to someone?" Siswa diam memperhatikan. NS melanjutkan, "When do you need someone to explain direction?" Seorang siswa menjawab, "When we are lost?" NS menanggapi "Right! Excellent! So, what do you say for asking the direction?"

Siswa terdiam. NS lalu berkata, “When we are lost, just say- I’m lost, can you give me direction to, for example to Mandala Krida. What else?”

4. NS menuliskan kalimat tadi di papan tulis. NS kembali berkata, “Come on, what else?” Siswa tetap diam. NS kembali menjelaskan, “You also can say, I’m looking for ... Do you know where it is?” Lalu NS menuliskannya di papan tulis.
5. Kemudian NS bertanya bagaimana kalau seseorang menanyakan direction kepada kita. Bagaimana kita menjelaskan direction-nya. Kemudian NS menjelaskan cara memberikan arah dalam bahasa Inggris. Siswa pun antusias dan ikut menyebutkan beberapa, seperti: turn right, turn left, go straight, turn around.
6. NS bertanya kembali bagaimana jika kalian tidak tahu. Seorang siswa menjawab, “I don’t know?” NS menanggapi, “Ya, you can say I’m sorry. Or maybe just say I don’t know where that is ...” Lalu menuliskannya di papan tulis.
7. NS lalu bertanya lagi pada siswa bagaimana kalau kurang memahami direction-nya. NS lalu menjelaskan, “You can say could you repeat that? Or may be if you explain the direction to me, I will say hold on ... or slow down, because I can’t understand if you’re talking so fast.” Kemudian seorang siswa berkata, “Ooooh, alon-alon!” siswa lainnya tertawa. NS terlihat tertarik dan berkata, “What do you say in Indonesian?” para siswa serempak menjawab, “Alon-alon!” NS pun menirukan, “Alon-alon?” Para siswa tertawa mendengar aksen NS dan menirukan cara bicara NS.

8. Setelah keadaan kelas kembali tenang, NS mempersilakan siswa untuk mencatat penjelasan tadi. Para siswa pun menuliskannya di buku catatan masing-masing. Sebagian besar siswa mencatat sambil mengobrol dengan temannya sehingga suasana terdengar ramai.
9. TA berkeliling kelas mengawasi para siswa yang sedang mencatat. Sese kali ada siswa yang bertanya pada TA mengenai materi yang tidak dipahaminya dan TA pun menjelaskan ulang dalam bahasa Indonesia. TA juga menegur siswa yang tidak mencatat.
10. NS melanjutkan pelajarannya dengan memberikan latihan kepada siswa. NS menjelaskan instruksinya terlebih dahulu dalam bahasa Inggris. NS menyuruh siswa untuk menyiapkan selembar kertas. NS akan membacakan direction dari sekolah menuju rumahnya dan para siswa diminta menggambar petanya. Setelah siswa terlihat siap, NS pun mulai membacakan direction tersebut. Tampak para siswa serius menggambar, mengikuti alur instruksi direction NS. TA berkeliling mengawasi pekerjaan siswa dan membantu siswa yang kurang memahami instruksi NS. Sese kali TA mengulang instruksi NS dan siswa tampak lebih memahami bahasa Inggris TA yang diucapkan dengan sedikit logat Jawa.
11. Setelah siswa selesai menggambar, NS membacakan kembali direction-nya sambil menggambar petanya di papan tulis. Siswa pun mencocokkan hasil pekerjaannya. NS lalu berkeliling memeriksa pekerjaan siswa. Sebagian besar siswa benar menggambar petanya, NS pun memberikan pujian, "That's very good. Perfect!"

12. Bel tanda istirahat berbunyi. NS pun mempersilakan siswa untuk istirahat terlebih dahulu. TA juga memperingatkan agar nanti setelah istirahat, siswa masuk kelas tepat waktu.
13. Bel tanda masuk berbunyi. Sebagian besar siswa belum masuk ke kelas saat NS dan TA memasuki ruangan. TA menyuruh salah satu siswa untuk mencari teman-temannya yang belum masuk. Sepuluh menit kemudian, seluruh siswa sudah berada di dalam kelas. Pelajaran pun dilanjutkan.
14. NS mengatakan bahwa mereka akan memainkan sebuah game. NS menyebutkan nama games-nya adalah “Streets and Alleys” dan menuliskannya di papan tulis. Kemudian NS menggambar empat garis horizontal dan menjelaskan instruksi games-nya. NS menjelaskan mereka akan bermain di halaman sekolah. Para siswa diminta berbaris membentuk empat saf dan ada dua siswa yang menjadi pemain utama. Salah satu dari dua siswa tersebut akan menjadi speaker dan yang lainnya lagi akan menjadi listener, sedangkan sisanya akan mengikuti perintah NS untuk menjadi streets atau alleys.
15. Sebagian siswa tampak masih bingung, lalu salah satu bertanya apa artinya streets and alleys. NS menjelaskan dalam bahasa Inggris bahwa streets adalah jalan besar dan alleys adalah jalan yang lebih kecil. TA pun menerjemahkan penjelasan NS bahwa streets adalah jalan raya dan alleys adalah gang. Para siswa lalu mengumam, “Ooooo....” tanda mengerti.
16. NS menyuruh siswa ke halaman tanpa membawa alat tulis apapun. Para siswa segera ke luar mengikuti NS.

17. NS kemudian menyuruh siswa berbaris sesuai instruksi yang telah dijelaskan tadi. TA membantu mengatur barisan siswa. Setelah siswa berbaris, NS menginstruksikan siswa agar merentangkan kedua tangan. NS pun melanjutkan instruksinya sambil memberikan contoh.
18. NS menunjuk dua siswa untuk bermain. Lalu dua siswa itu menentukan sendiri siapa yang menjadi listener dan siapa yang menjadi speaker. Para siswa lainnya bersiap mengikuti instruksi guru.
19. Setelah semua siswa siap, permainan pun dimulai. Siswa yang menjadi speaker memberikan instruksi: go straight, turn right, turn around. Siswa yang menjadi listener mengikuti instruksi itu. NS pun berteriak, “Alleys!” dan para siswa lainnya melompat, memutar badan ke sisi kiri sehingga terbentuk barisan empat berbanjar. Sela-sela barisan tersebut diumpamakan sebagai alleys (gang-gang kecil). Para siswa tertawa riuh karena the Listener terjebak di tengah barisan. The Speaker pun mengubah instruksinya agar the Listener bisa menemukan jalan ke ujung lain barisan. NS kembali berteriak, “Streets!” dan para siswa melompat membentuk empat bersaf. Kemudian terbentuk sela barisan yang cukup besar yang diumpamakan seperti streets (jalan). The Speaker kembali memberikan instruksi yang berbeda sesuai jalan yang terbentuk. The Listener mengikuti instruksi tersebut sampai bisa keluar dari barisan dan berteriak kegirangan, “Yeeeeaaaaayyyy!” Para siswa lainnya bertepuk tangan dan NS memberikan pujian, “Very good...You did it!”
20. NS menyuruh dua siswa tadi menunjuk dua temannya untuk menjadi the Speaker dan the Listener. Dua siswa yang disebut namanya ke luar dari

barisan dan bersiap memulai permainan. Permainan pun berlanjut lagi dan para siswa terlihat antusias mengikuti permainan tersebut.

21. Para siswa bergantian menjadi the Listener dan the Speaker. Setelah waktu menunjukkan jam pelajaran hampir berakhir, NS mengakhiri permainan dan menyuruh siswa kembali ke dalam kelas.
22. Para siswa masuk ke dalam kelas. Mereka tampak kelelahan tapi terlihat senang. NS membiarkan siswa istirahat sejenak di dalam kelas. Setelah 5 menit, NS mulai membahas games yang tadi dilakukan.
23. NS bertanya pada siswa, “What did you say when you played the game?” Para siswa bergantian menjawab, “Turn right, turn left, go around, go straight, stop, forward...” NS menuliskannya di papan tulis sambil menambahkan beberapa kata yang belum disebutkan siswa, seperti: come here, go along, turn around lalu menjelaskan artinya.
24. NS bertanya kepada siswa, mana yang lebih mudah: to speak atau to listen. Para siswa serempak menjawab, “To listen!” Lalu NS menjelaskan penggunaan asking and giving direction. Lalu mempersilakan siswa untuk bertanya. Salah satu siswa menanyakan arti go along dan walk along. NS menjelaskan dalam bahasa Inggris dan siswa yang bertanya terlihat mengerti.
25. NS bertanya, “Anything else?” Para siswa diam, tidak ada yang mengajukan pertanyaan lagi. NS pun menutup pelajaran.

Field Note 2

Date : March 31, 2011

Class : X UPW

Teachers' name : Mrs. Puji

1. Cuaca terasa sedikit panas. English Teacher (ET) memasuki ruang kelas. Tampak siswa masih mengobrol dan belum mempersiapkan diri setelah istirahat. Kursi-kursi masih terlihat berantakan. ET pun berkata, "Ayo sekarang pelajaran, kursinya tolong dirapikan." Terdengar suara riuh dari para siswa. Mereka terlihat malas mengatur kursi.
2. Setelah suasana agak kondusif, ET membuka pelajaran dengan mengucapkan salam, "Good Afternoon everybody, how are you today?" Siswa menjawab dengan serempak, "I'm fine, thank you, and you?" ET menjawab, "I'm fine too, thank you."
3. ET kemudian berkata, "Anybody absent today?" Terdengar siswa meneriakkan beberapa nama. Kemudian ET bertanya, "Why they absent today?" Siswa berebutan menjawab dalam bahasa Indonesia dan Jawa. Salah satu siswa menjawab, "Sakitnya pada kumat, Bu!" dan ada juga yang menjawab, "Mboten ngertos, Bu!" lalu disambut tawa riuh siswa-siswa lainnya.
4. ET memulai pelajaran dengan menanyakan materi terakhir yang diajarkan. ET bertanya, "Last week what we are talking about?" Para siswa serempak menjawab, "Direction!!!" ET terlihat bingung lalu kembali bertanya,

“Direction or position?” Siswa tampak bingung, sebagian mantap menjawab direction dan sebagian lainnya tampak tidak yakin.

5. Rupanya siswa rancu dengan materi yang disampaikan guru lainnya (ada dua guru bahasa Inggris untuk setiap grade). ET pun mengarahkan siswa dengan bertanya, “If I ask you where is SMK Negeri 6, what will you say?” Salah satu siswa berteriak, “It is at Kenari Street!” Seorang siswa lainnya juga menjawab, “Near Mandala Krida, Bu!” Lalu ET berkata, “Kalau begitu minggu lalu kita membahas direction atau position?” Para siswa pun serempak menjawab, “Position!”
6. Ketika ET akan masuk ke materi berikutnya, terdengar suara pintu diketuk. Seorang guru lain masuk dan berbicara kepada ET. Ternyata guru itu meminta izin untuk memakai ruangan tersebut untuk acara pelatihan dan meminta proses KBM dipindah ke ruangan lain. Suasana menjadi tidak kondusif. Sebagian besar siswa menolak untuk pindah dan berteriak-teriak memprotes. ET pun menyuruh siswa pindah ke ruangan lain yang telah disiapkan.
7. ET memasuki ruangan pengganti. Tampak hanya ada sekitar enam siswa yang sudah hadir di dalam kelas. ET pun menunggu siswa lainnya masuk ke dalam kelas. Setelah sekitar lima menit, siswa mulai berdatangan masuk ke dalam kelas. ET pun mengabsen siswa satu per satu. Hanya ada sebagian siswa masuk ke dalam kelas, sebagian lagi memutuskan untuk pulang (membolos).

8. ET kemudian melanjutkan pelajaran, “Last week we were talking about position ya? So where is SMK 6?” Seorang siswa menjawab, “It is at Kenari Street, near Mandala Krida!!”
9. Setelah membahas pelajaran yang telah lalu, ET mengajarkan materi baru. ET berkata, “Today we will study about wants and needs.” Lalu ET bertanya, “What is wants and needs? Wants apa anak-anak?” Siswa serempak menjawab, “Keinginan!” Lalu ET bertanya lagi, “Needs?” Para siswa kembali menjawab, “Kebutuhan!”
10. ET berkata, “Iya. Wants itu keinginan and needs mean kebutuhan. OK, now please open page 55.” Siswa pun membuka buku pelajarannya.
11. Lalu ET membacakan salah satu kalimat, “I’d like to have some rest. Itu keinginan atau kebutuhan?” Para siswa tidak memperhatikan pelajaran.
12. ET kemudian bertanya lagi, “Istirahat itu keinginan atau kebutuhan?” Salah satu siswa berteriak, “Kebutuhan, Bu! Kalau nggak istirahat ya mati, Bu!” Semua siswa pun tertawa.
13. ET pun berkata, “Ya. I’d like to have some rest berarti kebutuhan untuk istirahat.”
14. Kemudian ET menunjuk salah satu siswa untuk membacakan kalimat kedua. Siswa membaca, “I need some money.” ET bertanya, “Kalau itu wants or needs?” Siswa tersebut menjawab needs. ET lalu bertanya kepada seluruh siswa, “Uang itu wants or needs?” Sebagian siswa menjawab wants dan sebagian lainnya menjawab needs. Lalu seorang siswa berteriak, “Needs! Nek ra ono duit yo ra urip!” Seluruh siswa tertawa.

15. ET pun mencoba menenangkan kelas. Lalu ET menunjuk siswa satu per satu untuk membaca kalimat-kalimat yang ada di buku dan bertanya apakah kalimat tersebut mengacu pada needs atau wants.
16. Lalu ET bertanya, “Any question for this expression?” Seluruh siswa menjawab, “No!”
17. ET menyuruh siswa untuk menirukan cara membaca kalimat-kalimat itu. ET pun membaca kalimat-kalimat yang ada di dalam buku dan para siswa serempak menirukannya.
18. ET melanjutkan task berikutnya yang ada di dalam buku. Task tersebut berupa pair work. Siswa disuruh berlatih membaca beberapa dialog secara berpasangan. Para Siswa pun terlihat mencoba membaca dialog tersebut.
19. Setelah beberapa menit berlatih, ET menunjuk sepasang siswa dan mereka membaca dialog tersebut. Siswa-siswa yang tidak ditunjuk terlihat tidak peduli. Sebagian terlihat mengantuk, beberapa siswa melamun, lainnya mengobrol dengan temannya.
20. ET pun mendekati siswa yang mengobrol dan menyuruh mereka membaca dialog.
21. Lalu ET menyuruh siswa melihat pola kalimat yang tertulis di buku. ET menjelaskan bahwa want and need can be followed by both nouns or verbs.
22. Seorang siswa bertanya, “Followed by itu apa sih?”
23. ET langsung mengartikan, “Followed by itu artinya diikuti dengan.”
24. ET melanjutkan penjelasan pola kalimat “expressing wants and needs”.

25. Setelah menjelaskan pola kalimatnya, ET melanjutkan task berikutnya, mengartikan instruksinya, dan memberikan satu contoh.
26. Para siswa terlihat tidak memperhatikan pelajaran. ET pun berusaha membuat siswa kembali fokus. ET berkata, “Claps one!” Para siswa segera bertepuk tangan sebanyak satu kali. “Claps two!” Para siswa bertepuk tangan dua kali. “Claps five!” Para siswa bertepuk tangan lima kali sesuai irama tertentu lalu tertawa.
27. Setelah siswa kembali fokus, ET memberikan instruksi, “Write on your notebook.”
28. Para siswa segera membuka buku catatan dan mengerjakan latihan yang ada di buku.
29. ET duduk dan membiarkan siswa berdiskusi mengerjakan tugas.
30. Setelah lima menit, ET berjalan mengontrol pekerjaan para siswa. Beberapa siswa terlihat bertanya pada ET ketika ET mendatangi meja mereka.
31. Setelah dirasa cukup, ET kembali berdiri di depan kelas dan mencocokkan jawaban latihan tersebut. ET menuliskan di papan tulis: What do you need to make a party dress?
32. Para siswa langsung berteriak memberikan jawaban mereka.
33. ET menuliskan jawaban para siswa: To make a party dress, I need cloth, thread, scissors, ruler, chalk/pencil, ribbon, beads, sewing machine, zipper.
34. Lalu ET menunjuk seorang siswa untuk mengerjakan nomor berikutnya.
35. Siswa yang ditunjuk langsung maju ke depan dan menuliskan: To make a piece of Batik, I need cloth, a canting, a little stove, etc.

36. Lalu siswa berikutnya maju dan menuliskan: To make fried rice, I need garlic, salt, chilli, rice, vegetable, sauce, ketchup, egg, etc.
37. Setelah itu siswa yang lain maju dan menjawab nomor berikutnya. Dia menuliskan: To make a business letter, I need a ink, paper, computer, printer.
38. Para siswa yang lain juga ikut membantu menjawab dengan meneriakan jawaban mereka.
39. Setelah siswa ketiga maju, ET mengoreksi jawaban yang tertulis di papan tulis. ET mengoreksi a canting menjadi a “canting”, a little stove menjadi a small stove, dan a ink menjadi some ink.
40. Selain mengoreksi, ET juga menambahkan jawaban siswa tersebut, seperti: *malam wax, bamboo rack, small chair/dingklik, kerosine.*
41. Setelah selesai membahas latihan tersebut, ET bertanya, “Any question?”
42. Para siswa serempak menjawab, “No!”
43. ET merasa sudah harus menutup pelajaran, namun bel belum berbunyi. Lalu ET berkata, “We still have 10 minutes. But, the time is not condusive ya?”
44. Para siswa menjawab, “Yaaaa!!!Pulang sekarang aja, Bu!!!”
45. ET kembali bertanya, “Are you tired? Do you want to sing a song?”
46. Lalu para siswa menyanyikan lagu Mother, How Are You Today dan Are You Sleeping Brother John sampai bel berbunyi.
47. Setelah bel berbunyi, ET segera menutup pelajaran, memimpin doa, dan mempersilakan para siswa untuk pulang.

Field Note 3

Date : April 5, 2011

Class : X UPW

Teachers' name : Ms. Demi (Native Speaker) & Mrs. Yuni (Teacher's assistant)

1. Cuaca cerah, Native Speaker (NS) dan Teacher's Assistant (TA) memasuki ruang kelas. NS greeting, "Good morning everyone, how are you today?" Siswa menjawab, "Fine, thank you. And you?" NS pun menjawab, "I'm fine too, thank you."
2. NS menyebutkan topik yang akan dibahas. NS berkata, "Now, I want to talk about making comparison. What is comparison?"
3. Siswa diam, tidak menjawab, dan melihat ke arah TA. Lalu TA membantu menjawab, "Comparison itu perbandingan." Para siswa pun spontan berkata, "Oooooo..."
4. NS melanjutkan, "So, when we make a comparison, we compare 2 things using an adjective. For example..." NS menulis di papan tulis: Indonesia is hotter than Michigan. Lalu NS kembali menjelaskan, "So, this is a comparison. We compare Indonesia and Michigan. So, where is the adjective?" Para siswa menjawab, "Hot! Hotter!" Lalu NS berkata, "Yes, good. Hot is an adjective."
5. NS kembali menjelaskan comparison sambil menuliskannya di papan tulis. "There are three types of comparisons: unequal, equal, and superlative.

Unequal is like the example. Equal is used when we compare two things which are the same, and superlative means that something the most or the best.”

6. Para siswa diam memperhatikan sambil mencatat di buku mereka. NS kembali menjelaskan, “For example, for the equal one,” NS menulis di papan tulis: Indonesia is as big as America. Lalu menyebut kembali kalimat tersebut sambil menggerakkan tangannya seperti timbangan yang seimbang.
7. Lalu NS menunjuk ke tulisan superlative dan berkata, “And for this one, for example: Indonesia is the most beautiful country.” Kemudian menuliskan contoh tersebut di papan tulis. NS kembali bertanya, “Where is the adjective?”
8. Para siswa menjawab, “Beautiful!” NS menanggapi, “Yes, when we say most, it means yang paling ya.”
9. NS mengulang penjelasannya kembali dan membuat contoh kalimat baru, “So, I can say...for the example...emmm...Putri is as tall as Bu Yiyis. But, Ms. Demi is taller than Bu Yiyis. And Mrs. Yuni is the tallest one.”
10. Para siswa terlihat memperhatikan penjelasan NS. Lalu NS memberikan kesempatan pada siswa untuk menyelesaikan catatannya.
11. Setelah beberapa menit, siswa terlihat sudah selesai mencatat. NS kemudian menyuruh siswa untuk membuat lebih banyak contoh adjective. Lalu NS memberikan waktu agar para siswa mengerjakan tugas tersebut. Para siswa terlihat mengerjakan tugas dengan tenang sambil sesekali berdiskusi dengan temannya.

12. TA berkeliling kelas mengawasi siswa-siswanya. Sese kali siswa bertanya pada TA.
13. Setelah dirasa cukup, NS membahas tugas tersebut. NS berkata, “So, do you have already?” dan para siswa menjawab, “Yes.”
14. Para siswa menyebutkan jawabannya dan NS menuliskannya di papan tulis
Adjectives:
big, cold, kind, beautiful, small, tall, short, fat, thin, ugly, lazy, cute, large, smart, diligent, brave, polite, wise.
15. Lalu NS menuliskan:
We can compare:
places, people, animals, things, food, drinks, clothes, shoes, motorbikes, etc.
16. NS meminta siswa menyebutkan adjectives untuk food and drinks. Para siswa menyebutkan delicious, cheap, expensive, sweet, spicy, salty, crispy.
17. NS berusaha menjelaskan arti kata crispy. Lalu seorang siswa berkata, “Crispy is kriuk-kriuk.” Para siswa tertawa. NS bertanya, “What is that?” Kemudian TA menjelaskan bahwa dalam bahasa Indonesia crispy disebut kriuk-kriuk.
18. Lalu NS bertanya, “What about for age of people?” Para siswa menyebutkan old dan young.
19. NS menyebutkan lagi adjectives untuk people, salah satunya talented. Lalu membuat contoh kalimat, “May be you can say... Justin Bieber is talented.” Para siswa berteriak spontan, “No!!!” NS terlihat terkejut lalu berkata, “Don’t you like Justin Bieber?” Kemudian semua tertawa.

20. NS kembali membahas adjectives. NS bertanya, “What do you say about weather?” Lalu siswa-siswa menyebutkan, “Cloudy, sunny, windy, rainy.”

21. Lalu NS membahas bentuk adjectives dalam comparative sentences. NS menjelaskan sambil menuliskan di papan tulis:

= (equal)	≠ (unequal)	+ (superlative)
as pretty as	prettier	prettiest
as hot as	hotter	hottest

NS berkata, “So, this is how the adjectives changes.” Kemudian NS menjelaskan penggunaan adjectives yang lebih dari satu suku kata. NS menggunakan kata delicious lalu menuliskannya di papan tulis:

= (equal)	≠ (unequal)	+ (superlative)
delicious	more delicious	most delicious

22. Lalu NS membuat contoh kalimatnya. NS bertanya, “What is the most delicious food?” Para siswa banyak yang menyebut sate. Ns menggunakannya untuk membuat contoh kalimat. NS menuliskannya di papan tulis: Satay is the most delicious food.

23. NS memberikan contoh adjectives lainnya: talented - more talented – most talented. Kemudian membuat contoh kalimatnya:

Bradd Pitt is more talented than Justin Bieber.

Angelina Jolie is the most talented actress.

24. NS kemudian berkata, “OK. So, we know how to make comparison ya?” Para siswa menjawab, “Yes!” NS bertanya, “Any question?” Para siswa diam.
25. Karena tidak ada yang bertanya, NS mempersilakan para siswa untuk mencatat sampai bel istirahat berbunyi. Para siswa pun beristirahat.
26. Bel masuk berbunyi. NS memasuki ruangan. Sebagian siswa masih di luar ruangan. NS menunggu sekitar 10 menit sampai hampir seluruh siswa masuk ke kelas. Lalu NS memulai kembali pelajaran.
27. NS memulai pelajaran dengan bertanya apa saja tiga jenis comparison. Para siswa serempak menjawab equal, unequal, superlative.
28. Lalu NS menyuruh siswa menyebutkan example of people. Para siswa antusias menyebut tokoh-tokoh terkenal dan NS menyuruh mereka satu per satu menuliskan di papan tulis. Para siswa menuliskan SBY, Obama, Ir. Sukarno, Sri Sultan, Mariah Carrey, Robert Pattinson, Mr. Sugeng (the headmaster), Lady Gaga, Bruno Mars, etc.
29. NS kembali bertanya, “How about places now?” Para siswa menyebutkan Yogyakarta, Sultan’s Palace, the Water Castle, Mount Merapi, the zoo, Malioboro, Borobudur, Bandung, Komodo Island, the Eiffel tower, the jungle, the mosque, airport, SMK 6.
30. Lalu NS memberikan tugas kepada para siswa. Mereka diminta membuat tiga kalimat comparison yang terdiri dari equal, unequal, dan superlative. Mereka diminta mengerjakannya secara berpasangan.
31. Para siswa pun segera mengerjakan tugas tersebut. Mereka sibuk berdiskusi dengan pasangannya. TA berkeliling mengawasi para siswa. TA juga

membantu apabila ada yang bertanya. Selain itu, TA menegur siswa yang asyik mengobrol dan tidak mengerjakan tugas tersebut.

32. Setelah beberapa lama, NS bertanya, “Finish? Are you finish or not yet?” para siswa menjawab, “Finish.”
33. NS menunjuk dua siswa untuk maju ke depan. Dua siswa tersebut maju dan membacakan pekerjaan mereka. NS memberika pujian very good lalu menunjuk dua lainnya. Para siswa pun bergantian maju dan membacakan pekerjaannya. NS juga mengoreksi kalimat-kalimat yang kurang tepat.
34. Jam pelajaran bahasa Inggris pun berakhir. Sebelum mengakhiri pelajaran, NS memberi tahu para siswa bahwa minggu depan akan ada native speaker lainnya. NS menjelaskan bahwa ayahnya akan ke Indonesia dan bersedia menjadi tamu untuk pelajaran bahasa Inggris minggu depan. Para siswa bersorak gembira. Lalu Ns pun mengakhiri pelajaran.

Field Note 4

Date : April 12, 2011

Class : X UPW

Teachers' name : Ms. Demi (Native Speaker) & Mrs. Yuni (Teacher's assistant)

1. Cuaca cerah, Teacher's Assistant (TA) memasuki ruang kelas tanpa dengan Native Speaker (NS). TA greeting, “Assalamu’alaikum Wr. Wb. Good

morning, everyone. How are you today?” Para siswa menjawab, “I’m fine, thank you. And you?” TA menjawab, “I’m fine too, thank you.”

2. TA menjelaskan kegiatan hari ini, “Well, Ms. Demi told me that she’ll teach after the break time with her dad and her friend.” Seorang siswa menyela, “Waaaa...with her boyfriend!” dan semua tertawa. Para siswa terlihat antusias.
3. Lalu TA menjelaskan apa yang harus dilakukan siswa. TA menyuruh siswa membuat daftar pertanyaan yang nantinya bisa ditanyakan kepada para native speaker.
4. Kemudian TA menjelaskan cara menyusun pertanyaan. TA bertanya, “OK. Just remind you about question words. Apa saja question words itu?” Lalu Para siswa menjawab, “Why, when, who, where, how.” TA menuliskannya di papan tulis.
5. TA membahas lebih lanjut tentang penggunaan question words. TA bertanya, “So, when we use ‘why’?” Salah satu siswa menjawab, “Kapan!” TA mengerutkan keningnya dan para siswa terlihat memahami bahwa jawaban itu salah. Siswa lainnya menjawab, “Kenapa, mengapa!” TA menjawab, “Ya. ‘Why’ artinya kenapa atau mengapa.” Lalu seorang siswa juga menjawab, “We use ‘why’ when we need a reason.” Lalu TA memuji, “Ya. Very good.”
6. TA berkata, “So give me an example using ‘why’.” Seorang siswa berseru, “Why do you love me?” dan para siswa spontan menyanyikan lagu ‘Why Do You Love Me’ kemudian tertawa. TA menuliskan kalimat tersebut di papan tulis.

7. TA membahas question words lainnya dan meminta siswa memberikan satu contoh untuk masing-masing question words. Lalu TA menuliskannya di papan tulis:

- Why: asking the reason.

E.g: Why do you love me?

- What: asking something

E.g: What are you doing?

- When: asking time

E.g: When will you come to my house?

- Who: asking someone (subject)

E.g: Who are they?

- Where: asking place

E.g: Where are you from? Where do you come from?

- How: asking manner, situation

E.g: How are you? How do you do?

How did you come to Jogja? By plane.

8. Setelah itu TA menyuruh siswa menyusun daftar pertanyaan. Para siswa boleh berdiskusi dengan temannya.

9. Para siswa pun mulai mengerjakan tugas. Mereka terlihat berdiskusi dengan temannya. TA berkeliling mengawasi siswa dan membantu siswa apabila ada yang bertanya.

10. Bel istirahat berbunyi. TA berkata, “Well, time is over. You can get a rest now. And please go back to the class on time.”

11. Bel masuk berbunyi. Para NS memasuki ruang kelas dan menunggu para siswa masuk ke dalam kelas.
12. Setelah semua siswa masuk, NS menyapa para siswa, “Good morning, how are you?” Para siswa menjawab, “Fine, thank you.” Lalu NS menanyakan tentang kemah Pramuka para siswa. Semua siswa serentak menjawab bahwa kemah tersebut tidak menyenangkan. Beberapa siswa mengatakan bahwa mereka batuk setelah kemah tersebut. NS pun tertawa.
13. NS mulai membuka pelajaran. NS mengatakan bahwa kali ini dia akan mengajar bersama ayah dan temannya. Lalu NS menyuruh ayah dan temannya memperkenalkan diri. Ayah NS mengatakan bahwa namanya John dan teman NS juga menyebutkan bahwa namanya Zach.
14. Lalu NS menjelaskan bahwa para siswa boleh bertanya apa saja dan harus mengajukan pertanyaan. Untuk menentukan giliran, NS menggunakan sebuah permainan bernama ‘fruit bowl’. Para siswa diminta menyebutkan tiga nama buah dan mereka menyebut grapes, apple, dan orange. Lalu susunan kursi diubah menjadi melingkar. Para siswa dibagi menjadi tiga label: grapes, orange, dan apple sesuai urutan tempat duduk mereka. Jika NS menyebutkan apple, maka siswa yang mendapat label apple harus pindah dari bangku mereka dan mencari bangku yang kosong. Jika NS menyebutkan orange, maka siswa yang mendapat label orange harus pindah dari bangku mereka dan mencari bangku yang kosong, dan seterusnya. Siswa yang tidak mendapat bangku harus mengajukan pertanyaan untuk John dan Zach.

15. NS bertanya apakah mereka mengerti. Para siswa pun menjawab mengerti. Mereka terlihat antusias. Lalu permainan pun dimulai.
16. NS berdiri di tengah lingkaran dan menyebut 'orange'. Para siswa pun berdiri berlarian mencari bangku yang kosong. NS menduduki salah satu bangku sehingga seorang siswa tidak mendapat bangku. Para siswa pun tertawa, dan NS menyuruh siswa tersebut mengajukan pertanyaan.
17. Siswa tersebut menanyakan bagaimana pendapat John dan Zach tentang Yogyakarta. John dan Zach menjawab bahwa mereka senang sekali bisa ke Indonesia, terutama Yogyakarta. Mereka mengatakan bahwa Yogyakarta sangat indah dan menarik.
18. Lalu siswa tersebut menyebut 'grapes'. Para siswa kembali berlarian mencari bangku kosong. Salah satu siswa tidak mendapat tempat duduk. Siswa tersebut pun bersiap mengajukan pertanyaan. Siswa itu bertanya kepada John, "What is your Indonesian favourite food?" Lalu John menjawab bahwa dia belum banyak mencoba makanan khas Indonesia, tetapi dia sudah mencoba bakpia dan dia menyukainya. John balik bertanya, "How about you? What is your favourite food?" Lalu siswa itu menjawab, "Bakpia too." Dan para siswa lainnya tertawa.
19. Siswa selanjutnya yang mendapat giliran juga menanyakan tentang makanan. Dia bertanya makanan khas apa dari daerah mereka. Para NS sempat bingung menjawab pertanyaan ini. John mengatakan bahwa mereka tidak memiliki makanan khas. Lalu Ms. Demi mengarahkan John dan Zach untuk menceritakan makanan bernama 'fudges'. John pun menceritakan bahwa

ketika keluarga berkumpul biasanya mereka membuat fudges, semacam manisan dengan berbagai macam rasa, antara lain kacang, strawberry, anggur, dsb. Lalu Ms. Demi bertanya pada John, rasa apa yang paling dia suka. John menjawab bahwa dia paling suka rasa kacang.

20. Permainan itu pun berlangsung kembali. Para siswa bergantian mengajukan pertanyaan. Seorang siswa menanyakan seperti apa kota tempat tinggal mereka. Lalu John menjawab bahwa mereka tinggal di Michigan. Di sana terdapat banyak danau besar. Danau-danau tersebut membuat lingkungan daerah mereka lebih hijau.
21. Siswa selanjutnya bertanya tempat apa yang menarik dikunjungi di sana. John menjawab bahwa banyak orang berlibur di danau-danau sekitar sana. Di tengah danau tersebut terdapat sebuah pulau dan terdapat mercusuar di tepi pulau itu. Banyak yang bisa dilakukan di sekitar danau itu. Para keluarga biasanya berkemping, berkano, bersepeda, dsb.
22. Para NS balik bertanya tempat apa yang menarik dikunjungi di Yogyakarta. Lalu para siswa bersahut-sahutan menyebutkan Keraton Yogyakarta, Istana Air Taman Sari, Pantai Parangtritis, Gunung Merapi, Museum Volkanologi, dsb.
23. Siswa selanjutnya bertanya sudah mengunjungi tempat mana sajakah mereka selama di Indonesia. Zach menjawab bahwa mereka belum sempat ke mana-mana, tetapi apabila ada kesempatan mereka ingin pergi ke pulau Komodo.
24. Lalu Ms. Demi bertanya, “As students of Business Travel Program, what places will you reccomend to be visited by us?” Para siswa menyebutkan

berbagai macam tempat seperti Mount Merapi, Lake Toba, Borobudur Temple, Wakatobi, Raja Ampat, dsb. Lalu para siswa menceritakan keindahan obyek pariwisata tersebut.

25. Siswa selanjutnya bertanya, “Do you feel happy in Indonesia?” Lalu Zach menjawab bahwa dia sangat senang berada di Indonesia. Indonesia memiliki suasana yang berbeda dengan Amerika. Indonesia lebih kaya akan budaya, terutama di Yogyakarta. Mereka sangat bisa merasakan atmosfer budaya Yogyakarta walaupun mereka belum mengunjungi obyek wisatanya. Mereka melihat banyak orang mengenakan batik, becak dan andong berlalu-lalang di jalan, dan orang-orang tersenyum ramah kepada mereka.
26. Siswa selanjutnya bertanya pada John, “What is your hobby?” Lalu John menjawab bahwa dia suka berkano. John menceritakan bahwa di danau dekat rumahnya sering diadakan lomba berkano. Mereka harus beradu kecepatan dalam berkano menuju pulau yang ada di tengah danau. John merasa lebih sehat dengan melakukan olahraga berkano itu.
27. Para siswa terlihat menyimak cerita John. Lalu siswa tersebut juga bertanya pada Zach, “What about you, Zach? What is your hobby?” Lalu Zach menjawab bahwa dia suka membaca buku dan mendengarkan musik.
28. Siswa yang mendapatkan giliran selanjutnya seperti melanjutkan pertanyaan siswa sebelumnya. Dia bertanya pada Zach, “You said that you like listening to music. So, what is your favourite song?” Lalu Zach menjawab bahwa dia suka dengan karya band-band lama, seperti Queen, the Beatles, the Rolling Stone, etc. Lalu siswa tersebut berkata, “Can you sing a song for us?” Dan

para siswa segera bertepuk tangan dan bersorak, “Yaaaa!!! Sing! Sing! Sing!” Lalu para NS tertawa. Siswa tersebut juga menambahkan, “You can sing with Ms. Demi if you want.” Para siswa dan Para NS pun tertawa. Namun, Zach menolak permintaan tersebut. Dia berkata bahwa dia tidak bisa bernyanyi dan suaranya sangat jelek. Para siswa pun terus memaksa para NS bernyanyi.

29. Ketika para siswa terus membujuk para NS untuk bernyanyi, bel pergantian pelajaran berbunyi. Pelajaran bahasa Inggris harus segera diakhiri. Para siswa terlihat kecewa. John dan Zach pun mengutarakan bahwa mereka senang sekali bisa menjadi tamu dalam pelajaran kali ini. Mereka sangat berterima kasih karena para siswa terlihat sangat antusias dalam menerima para NS. TA juga berterima kasih atas kedatangan para NS. TA mengatakan bahwa para siswa bisa belajar banyak hal dari mereka dengan cara yang sangat menyenangkan. Hal ini merupakan pengalaman yang sangat berharga untuk para siswa.

30. Ms. Demi pun menutup pelajaran bahasa Inggris. Lalu para NS berpamitan. TA dan para NS pun meninggalkan ruang kelas.

Field Note 5

Date : April 14, 2011

Class : X UPW

Teachers' name : Mrs. Puji

1. Cuaca terasa sedikit panas. English Teacher (ET) memasuki ruang kelas lalu menyapa para siswa, “Good afternoon. “ Lalu para siswa menjawab, “Good afternoon.” ET merasa siswa menjawab dengan kurang kompak lalu mengulangi salamnya, “Good afternoon.” Dan siswa menjawab dengan lebih kompak, “Good afternoon.”
2. Kemudian ET bertanya pada siswa, “Anybody absent today?” dan para siswa menjawab, “Yes,” dan mereka menyebutkan beberapa nama. ET pun menandai nama-nama tersebut di buku presensi.
3. ET menjelaskan kegiatan yang akan dilakukan. ET berkata, “Today we will go to the computer laboratorium, but we just get one hour of this session.”
4. Lalu seorang siswa bertanya, “Ada apa to, Bu?”
5. ET menjawab, “Hari ini kita akan belajar di laboratorium komputer tapi kita hanya mendapat satu jam pelajaran saja. Jadi nanti yang jam pelajaran terakhir kita pindah ke lab. Kemarin kan kita sudah belajar asking and showing position. Jadi nanti kalian mempraktekkannya sambil browsing.”
6. Lalu para siswa menjawab, “Oooooo...”
7. Kemudian seorang staf sekolah memasuki ruang kelas dan memanggil ET untuk urusan administrasi. ET pun meninggalkan ruang kelas dan para siswa sangat ramai di dalam kelas.
8. Setelah beberapa menit, ET kembali masuk ke dalam kelas. Lalu ET berkata, “Just wait a minute ya...I’ll check the computer laboratory first.” Kemudian ET meninggalkan ruang kelas lagi dan para siswa kembali ramai di dalam kelas.

9. ET kembali ke dalam kelas dan berkata, “Ini kebetulan lab-nya nggak dipakai, atau mau sekarang saja ke lab-nya?” Lalu seorang siswa menjawab, “Bisa online nggak, Bu? Soalnya kadang-kadang komputernya bisa dipakai tapi nggak connect ke internet. “ Lalu ET kembali ke laboratorium untuk mengecek jaringan internetnya. Siswa kembali ramai di dalam kelas.
10. ET kembali ke dalam kelas dan berkata, “Maaf ya anak-anak, ke lab-nya lain kali saja. Ternyata komputernya nggak bisa connect ke internetnya.” Para siswa terlihat sangat kecewa. Lalu seorang siswa berkata, “Ngomong sama yang jaga aja, Bu. Biasanya nanti connect.” Lalu ET menjawab, “Lab-nya kosong, nggak ada petugasnya.”
11. Kemudian ET mengganti rencana hari ini. ET berkata, “Ya sudah sekarang kita bicara tentang rencana pergi ke Kotagede saja. Jadi Insya Allah nanti kita akan pergi ke Kotagede dan berlatih bahasa Inggris di sana.”
12. Para siswa terlihat antusias. Lalu seorang siswa bertanya, “Kapan, Bu, ke sananya?” ET menjawab, “Yaaaaa...mungkin sekitar dua minggu lagi. Ini sedang saya uruskan surat izinnya.”
13. Lalu ET bertanya, “Ada recreation places apa saja di sana? Coba sebutkan.” Para siswa berteriak menyebutkan satu persatu obyek wisata di sana dan ET menuliskannya di papan tulis:

Recreation Places:

a. Cemetery

b. Market

c. Traditional Houses

- d. Mataram Mosque, Perak Mosque
 - e. Silver
 - f. “Gang Senggol”/”Keep and Touch Street”
 - g. “Watu Gilang”
 - h. Traditional food/cuisine
 - i. Sendang
14. Lalu seorang siswa bertanya, “Bu, nanti ke sananya naik apa?” ET menjawab, “Naik motornya sendiri-sendiri.” Para siswa pun riuh. Seorang siswa berkata, “Bu, banyak yang nggak bawa motor.” Lalu ET mencatat siswa yang membawa motor dan membandingkannya dengan jumlah siswa keseluruhan. Para siswa semakin riuh ketika ET mengatur transportasinya. Akhirnya ET berjanji akan mencoba mengurus peminjaman bus sekolah.
15. ET kemudian berkata, “Dari recreation places ini kan tidak mungkin semua kita datangi. Sekarang coba pilih yang nanti kita mau kunjungi.” Lalu para siswa memilih cemetery, traditional houses, Mataram Mosque, dan Sendang Selirang.
16. ET memberikan instruksi kepada siswa, “Jadi nanti kita akan berlatih speaking di sana. Sekarang kita buat dialognya dulu.” Lalu ET menyuruh para siswa untuk membuat dialog antara turis asing dan para siswa sebagai pemandu wisata. Dalam dialog itu, para siswa disuruh menceritakan tentang recreation places di Kotagede.
17. ET menuliskan di papan tulis:
- Dialogue about a Recreation Places at Kotagede

You : _____

Foreign Tourist : _____

18. Lalu ET memberikan instruksi lagi kepada siswa, “Jadi sekarang kita buat cerita tentang recreation places-nya dulu. Kalian pilih salah satu. Misalnya seperti ini.” ET menuliskan di papan tulis:

a. Story of Sendang Selirang

b. Story of Mataram Kings’ Cemetery at Kotagede

19. ET berkata, “Yang tahu ceritanya silakan dikerjakan. Ini saya ada beberapa sumber yang bisa dijadikan acuan. Nanti di rumah kalian cari sumber lainnya untuk melengkapi.” Lalu ET membagikan beberapa lembar kertas yang berisi informasi tentang obyek wisata di Kotagede dalam bahasa Indonesia. Lalu ET berkata, “Coba kamu Inggrisikan teksnya.”

20. Kertas yang dibagikan ET sangat terbatas. Banyak siswa yang tidak mendapatkan kertas tersebut sehingga tidak bisa mengerjakan tugas. Setelah berjalan beberapa menit, seorang siswa mengusulkan tugas tersebut diubah menjadi tugas kelompok. ET menyetujui usul tersebut dan menyuruh siswa membuat kelompok yang terdiri atas empat siswa. Para siswa segera membuat kelompok, tetapi ET tiba-tiba berkata bahwa ET yang akan menentukan ketua kelompoknya. Para siswa protes, tetapi ET tetap memanggil nama-nama siswa yang akan menjadi ketua kelompok. Masing-masing ketua kelompok bebas menentukan anggotanya.

21. ET mencatat kelompok yang telah terbentuk. Lalu ET memberikan instruksi, “Mula-mula nanti kamu menceritakan obyek wisata. Yang dua jadi turis, yang dua jadi guide. Jelas?” Para siswa menjawab, “Ya, Bu!”
22. Para siswa mulai mengerjakan tugas tersebut. Mereka berdiskusi dengan teman kelompoknya masing-masing. ET terlihat mengawasi dari meja guru.
23. Para siswa mengerjakan tugas tersebut sampai lima menit sebelum bel berbunyi. ET berkata, “Kalau sudah tolong kertasnya dikembalikan. Nanti kalian sempurnakan lagi di rumah.” Para siswa pun mengembalikan kertas tersebut.
24. Lalu ET berkata, “Do you want to go home right now?” Para siswa menjawab, “Yes, Ma’am!” Kemudian ET mempersilakan para siswa untuk berkemas-kemas.
25. Lalu ET menutup pelajaran, memimpin doa, dan mempersilakan para siswa untuk pulang.

Field Note 6

Date : April 25, 2011

Class : X UPW

Teachers’ name : Ms. Demi (Native Speaker) & Mrs. Yuni (Teacher’s assistant)

1. Native Speaker (NS) dan Teacher’s Assistant (TA) memasuki ruang kelas. Tampak para siswa sedang menata kursi-kursi agar lebih rapi. Setelah suasana

agak tenang dan siswa terlihat siap untuk belajar, NS menyapa para siswa, “Hi, good morning everyone, how are you?” Siswa menjawab, “Fine, thank you. And you?” NS pun menjawab, “Excellent, very good.”

2. TA duduk di belakang para siswa sambil mengawasi jalannya pelajaran.
3. NS mulai menjelaskan topik yang akan diajarkan hari ini. NS berkata, “Well, do you know superhero?” Siswa menjawab dengan antusias, “Yes!!!” lalu siswa berteriak-teriak menyebutkan nama-nama superhero, “Superman, Batman, Kura-Kura Ninja!” Lalu banyak siswa tertawa.
4. NS pun kembali berkata, “Alright, Those are the names of superheroes. But, how they can be a superhero? I mean what makes them be a superhero?” Siswa terdiam. Mereka tampak bingung. NS kembali memberikan pertanyaan arahan, “Are they different from common people?” Siswa menjawab, “Yes!” Lalu NS bertanya, “What should they have to be a superhero?” Siswa terdiam sambil memperhatikan NS. Kemudian NS berkata, “A superhero must have powers, right?” Siswa mengangguk-anggukan kepala tanda mulai mengerti. NS kembali bertanya, “What powers? Can you mention some powers of a superhero?” Salah satu siswa menjawab, “Fly!” NS langsung berkata, “Excellent! Most of superheroes can fly. That could be a power of a superhero.”
5. NS kembali bertanya, “What else?” Siswa pun mulai mengingat-ingat. Lalu mereka menyebutkannya satu per satu. NS menuliskan di papan tulis setiap powers yang disebutkan para siswa, di antaranya: climb, dissapear, be invisible, be elastic, jump, create fire, run fast, etc. Setiap siswa mulai

kebingungan, NS mengarahkan. NS berkata, “If I were a superhero, I want to be able to breathe underwater. That will be my power. Is that cool?” Siswa menjawab, “Yes!” NS kembali berkata, “Come on, what else?” Salah satu siswa menjawab, “Reading minds?” NS langsung memuji, “That’s very good. It’s very useful for a superhero.” Lalu NS menuliskannya di papan tulis. Siswa lainnya menyebutkan strong. NS menanggapi, “Yes, a superhero should be very strong, or we can say superstrength. What else?” Lalu siswa lainnya menjawab, “Magic?” NS berkata, “Yeah, you can have magic, maybe you can change people with magic wand. Good example, what else?” Siswa lain menyebutkan grow bigger. NS berkata, “Ya, grow bigger. Or you can grow giant.” Lalu menuliskannya di papan tulis. NS kemudian menambahkan, “Maybe you can grow smaller ya?” Seorang siswa menanggapi, “Yes! Plankton! Plankton!” Lalu semua siswa tertawa.

6. Kemudian NS membahas yang harus ada pada superhero. Selain powers, superhero juga harus mengenakan kelengkapan kostum. Lalu siswa menyebutkan satu per satu. NS menuliskan jawaban siswa di papan tulis, di antaranya: mask, wings, magic wand, belt, boots, flying broom, sword, hat, cap, robe, underwear, tights, whip, net, weapons, necklace, gloves, etc.
7. Siswa yang duduk di belakang berkonsultasi dengan TA terlebih dulu sebelum menyebutkan jawabannya kepada NS. TA juga melayani pertanyaan siswa yang kurang mengerti arti vocabulary tertentu.
8. Setelah membahas costume, NS berkata bahwa seorang superhero bisa dikatakan superhero juga dia mempunyai lawan. NS memberikan contoh

monsters. Lalu siswa terpancing untuk menyebutkan contoh lawan superhero. NS menuliskan jawaban siswa di papan tulis, di antaranya: godzilla, zombies, predators, dracula, aliens, criminals, mummies, etc.

9. Selanjutnya, NS mengatakan bahwa selain punya powers, superhero juga pasti punya kelemahan. NS memberi contoh Superman yang kekuatannya melemah jika dekat dengan cryptonite. Para siswa terlihat paham. Lalu NS menyuruh siswa menyebutkan contoh lainnya. Seorang siswa menyebutkan 'love'. Siswa lainnya pun tertawa. Namun, NS membenarkan jawaban tersebut. Dia mengatakan bahwa mungkin superhero tidak boleh jatuh cinta karena dia akan lupa pada musuh-musuhnya.
10. Siswa lainnya pun terpancing memberikan jawaban. Para siswa menyebutkan contoh kelemahan superhero dan NS menuliskannya di papan tulis, di antaranya: sunlight, dark, water, allergic to something, afraid of something.
11. NS kemudian berkata bahwa kita bisa menciptakan superhero menurut imajinasi kita sendiri. Kita yang menentukan kekuatan apa yang dimiliki superhero, kostum apa yang dikenakan, dan kelemahan apa yang ada pada superhero ciptaan sendiri.
12. NS pun menunjukkan gambar superhero yang telah dibuatnya di rumah. Para siswa tertawa melihat gambar itu. NS menggambar superhero ciptaannya sendiri yang dinamakannya 'Super Baby'. Dalam gambar tersebut, terlihat gambar anak-anak yang menyerupai bayi yang sudah bisa berdiri. Superhero tersebut hanya mengenakan popok dan jubah yang berkibar-kibar.

13. NS pun menjelaskan superhero-nya. Nama superhero itu adalah Super Baby. Super Baby itu bisa terbang, sangat kuat walaupun tubuhnya kecil, dan bisa mendengar orang yang minta tolong dari jarak yang sangat jauh. Selain itu, tangisannya juga sangat keras sehingga benda-benda di sekitarnya bisa pecah. Musuh Super Baby adalah para kriminal yang berbuat jahat pada wanita dan anak-anak. Kelemahan Super Baby akan muncul jika dia minum susu. Super Baby sangat suka minum susu tetapi dia akan mengantuk dan tertidur sangat pulas sehingga tidak bisa melawan kejahatan. Para siswa langsung tertawa mendengar penjelasan NS.
14. Lalu NS memberikan tugas kepada para siswa. Siswa diminta membuat kelompok yang terdiri atas empat orang. Lalu NS memberikan selembar kertas untuk masing-masing kelompok. Setiap kelompok diminta menciptakan seorang superhero sesuai imajinasi masing-masing. Mereka diminta menggambar superhero tersebut pada kertas, menuliskan namanya, kostum yang dikenakannya, kekuatan, lawan, dan kelemahan yang dimilikinya. NS juga menyediakan spidol warna-warni yang bisa dipakai siswa secara bergantian.
15. Para siswa pun terlihat antusias. Mereka segera mengatur kursi sesuai dengan kelompok masing-masing.
16. Para siswa mulai mengerjakan tugas tersebut. Mereka berdiskusi dengan kelompok masing-masing. NS mengawasi para siswa dari meja guru, sedangkan TA berkeliling kelas. Sese kali siswa bertanya pada TA dan TA menjawabnya.

17. Setelah beberapa lama, terlihat masing-masing kelompok mulai menggambar sambil tetap berdiskusi.
18. Bel istirahat berbunyi, NS mempersilakan para siswa untuk beristirahat dan tugas tersebut bisa dilanjutkan setelah istirahat.
19. Bel masuk berbunyi. Para siswa masuk ke ruang kelas. Mereka segera melanjutkan tugas dari NS. Mereka tampak serius mengerjakan tugas tersebut. TA terlihat berkeliling kelas, mengawasi para siswa, dan menjawab pertanyaan-pertanyaan dari beberapa siswa.
20. Setelah sekitar 30 menit, siswa terlihat telah selesai mengerjakan tugas. NS pun menginstruksikan siswa untuk mempresentasikan karyanya di depan kelas.
21. Kelompok pertama maju ke depan kelas dan menunjukkan gambar superhero-nya. Siswa lainnya tertawa melihat gambar tersebut. Lalu kelompok itu mendeskripsikan superhero-nya. Setelah selesai, NS berkata very good dan mempersilakan mereka duduk. Kertas hasil karya mereka pun dikumpulkan.
22. Siswa lainnya pun bergantian mempresentasikan karyanya. Terlihat para siswa sangat memperhatikan kelompok yang sedang presentasi.
23. Namun, tidak berapa lama bel berbunyi. Masih ada beberapa kelompok yang belum mempresentasikan karyanya.
24. NS berkata bahwa presentasi tersebut akan dilanjutkan minggu depan. Lalu NS menutup pelajaran dan meninggalkan ruang kelas.

Field Note 7

Date : April 27, 2011

Class : XI UPW

Teachers' name : Mrs. Yuni

1. English Teacher (ET) memasuki ruang kelas lalu menyapa para siswa, "Good afternoon. " Lalu para siswa menjawab, "Good afternoon, Ma'am." Lalu ET bertanya lagi, "How are you today?" Para siswa menjawab, "I'm fine, and you?" ET menjawab, "I'm fine too, thank you."
2. ET berkata, "Well, I have a picture here. What do you see in the picture?" ET menunjukkan sebuah gambar kepada siswa-siswanya. Para siswa berkata, "Chicken! Little chicken!" Lalu ET bertanya, "How do we call little chicken?" Para siswa terdiam. Lalu ET menuliskan di papan tulis: young chicks.
3. ET kembali bertanya, "I want to know about your opinion, do you agree that they are so cute?" Para siswa menjawab, "Yes!" Lalu ET melanjutkan, "Why?" Salah satu siswa menjawab, "Because they are so colourful." ET menanggapi, "Very good! Now, why the seller dyed them?" Para siswa menyebutkan berbagai jawaban. Seorang siswa berteriak, "Much money! Much money!" Lalu semua siswa tertawa. ET menanggapi, "Ya, to get much money. Who will get the much money?" Para siswa menjawab, "The seller!" Lalu ET berkata, "The seller, or we can say street vendor." Lalu ET menuliskannya di papan tulis.

4. ET bertanya, "What else? Why the seller dyed the chicks?" Seorang siswa menjawab, "To attract the costumers." ET menanggapi, "Good. Who are the costumers?" Para siswa menjawab, "People! Small children!" ET menanggapi, "Ya, especially small children."
5. ET bertanya kembali, "Do you agree with this action?" Para siswa menjawab, "No!" ET bertanya, "Why?" Para siswa terdiam. Salah satu siswa menjawab, "Because it can kill the chicks." Siswa lainnya mulai berani menjawab, "Because the paint contains dangerous substances for the chicks." Siswa lainnya menambahkan, "For the small children too."
6. ET berkata, "Good answers. Now, what new vocabularies we have learnt today?" Para siswa menyebutkan kata-kata yang tadi disebutkan. ET menuliskannya di papan tulis.
7. ET berkata, "Coba dijawab sekali lagi, why do the seller dyed the young chicken?" Para siswa menyebutkan jawabannya. ET menulis jawaban tersebut di papan tulis dengan susunan kalimat yang benar.
8. ET memberikan waktu kepada para siswa untuk mencatat tulisan di papan tulis. ET duduk di meja guru dan terlihat para siswa sibuk mencatat.
9. Setelah para siswa selesai mencatat, ET menyuruh siswa membentuk kelompok yang terdiri dari lima atau enam siswa. Para siswa segera membentuk kelompok.
10. ET menyediakan beberapa gambar tentang masalah lingkungan dan sosial, antara lain tentang kerusakan akibat bencana alam, menumpuknya sampah, lingkungan yang terendam banjir, orang-orang asing di tengah hujan abu, dan

kemacetan jalan raya. Setiap kelompok disuruh memilih satu gambar dan mendiskusikannya. Para siswa disuruh memberikan pendapat tentang gambar tersebut dan mengkritisi mengapa fenomena sosial itu bisa terjadi dan bagaimana cara mengatasinya. Lalu tiap kelompok harus mempresentasikan hasil diskusi mereka dan kelompok lainnya boleh mengajukan pertanyaan.

11. Perwakilan tiap-tiap kelompok maju ke depan dan memilih gambar. Setelah itu, mereka kembali duduk dan berdiskusi dengan kelompok masing-masing.
12. ET duduk di meja guru dan mencatat siswa-siswa yang tidak hadir.
13. Para siswa tampak serius berdiskusi. Mereka juga membuka kamus untuk membantu menerjemahkan kata-kata sulit. Kadang siswa juga menanyakan kata-kata sulit tersebut kepada siswa dari kelompok yang lain.
14. ET kemudian berkeliling mengawasi para siswa. ET mendatangi tiap kelompok dan melihat pekerjaan mereka. Sese kali siswa bertanya pada ET dan ET menjawab pertanyaan mereka.
15. Setelah beberapa lama, ET menanyakan apakah para siswa sudah selesai mengerjakan tugas tersebut. Banyak siswa yang belum selesai. ET memberikan mereka waktu tambahan.
16. Lalu terlihat para siswa sudah selesai mengerjakan tugas tersebut. ET menentukan urutan nomor grup. Lalu ET memilih salah satu kelompok untuk mempresentasikan hasil diskusi mereka di depan kelas.
17. Kelompok tersebut maju ke depan kelas, menunjukkan gambar yang telah dipilih, dan mempresentasikan hasil diskusi mereka.

18. Beberapa kelompok mengeluh tidak bisa melihat gambar tersebut dengan jelas. Lalu, salah satu anggota kelompok itu berkeliling kelas menunjukkan gambar tersebut kepada teman-temannya.
19. Kelompok itu menjelaskan situasi yang terlihat pada gambar tersebut. Mereka memberikan opini mereka, menjelaskan bagaimana fenomena itu bisa terjadi, dan juga menjelaskan bagaimana cara mengatasinya. Lalu ET mempersilakan kelompok lain untuk mengajukan pertanyaan. Hanya ada satu siswa yang bertanya. ET mencatat nama siswa tersebut dan memberikan nilai tambahan.
20. Kelompok tersebut segera berdiskusi dan menjawab pertanyaan tersebut. Lalu ET mempersilakan mereka kembali ke tempat duduk masing-masing.
21. ET menunjuk kelompok lain untuk presentasi. Sama seperti sebelumnya, kelompok itu membuka presentasi lalu salah satu anggotanya berkeliling kelas menunjukkan gambar.
22. Kemudian mereka memberikan pendapat tentang gambar tersebut, menjelaskan penyebabnya, dan bagaimana cara mengatasinya.
23. Lalu beberapa siswa dari kelompok lain mengajukan pertanyaan. Karena ET memberikan nilai tambahan, semakin banyak siswa yang mengajukan pertanyaan. Lalu ET membatasi jumlah siswa yang boleh mengajukan pertanyaan. Setiap kelompok yang maju presentasi, hanya boleh ada tiga siswa yang bertanya.
24. Setelah kelompok tersebut menjawab pertanyaan, ET menyuruh mereka kembali duduk.
25. Presentasi pun berlanjut hingga semua kelompok mendapat giliran.

26. Lalu bel berbunyi. ET mempersilakan para siswa untuk berkemas-kemas. Kemudian ET menutup pelajaran dan memimpin doa sebelum pulang.

Field Note 8

Date : May 3, 2011

Class : X UPW

Teachers' name : Ms. Demi (Native Speaker) & Mrs. Yuni (Teacher's assistant)

1. Native Speaker (NS) dan Teacher's Assistant (TA) memasuki ruang kelas. TA menyuruh para siswa merapikan kursi-kursinya. Setelah suasana agak tenang dan para siswa terlihat siap untuk belajar, TA segera duduk di kursi paling belakang dan NS memulai pelajaran
2. NS menyapa siswa, "Good morning!" Siswa menjawab, "Good morning." NS menanyakan kabar, "How are you today?" Siswa menjawab, "I'm fine, and you?" Karena siswa menjawab kurang serempak, NS berkata, "It's little weak. How are you today?" Siswa pun menjawab dengan lebih serempak, "I'm fine." Lalu NS berkata, "Fine. Very Good. Excellent."
3. NS memulai pelajaran dengan berkata, "Allright. If you remember last week, we invented our superheroes." Siswa menjawab, "Ya. " NS pun memberikan pujian, "It's very cool and it's very fun assignement. I enjoyed that meeting."
4. Lalu NS bertanya, "But, there're still some group, ya? There are still some group which not yet to present." TA mengulangi kata-kata NS dalam bahasa

Indonesia, “Ada yang belum presentasi?” Para siswa menjawab, “Ya!” NS bertanya, “Who?” Lalu beberapa siswa tunjuk jari.

5. NS bertanya pada siswa yang belum presentasi, “Do you bring the picture?” Siswa menjawab, “Yes.” Lalu NS mempersilakan siswa untuk melanjutkan presentasi. NS mengingatkan siswa lainnya untuk mendengarkan dan memperhatikan.
6. Ada tiga kelompok yang belum presentasi. Kelompok pertama berdiskusi sebentar lalu maju ke depan kelas. Mereka segera memperkenalkan diri dan memperkenalkan superhero buatannya. Mereka juga menjelaskan kostum yang digunakan, kelebihan dan kelemahan yang dimiliki, serta musuh dari superhero tersebut.
7. Setelah kelompok tersebut presentasi, NS menginstruksikan siswa lainnya untuk bertepuk tangan. Lalu NS menyuruh kelompok selanjutnya untuk presentasi dan diikuti kelompok berikutnya.
8. Setelah semua kelompok presentasi, NS menjelaskan kegiatan yang akan dilakukan hari itu. NS menjelaskan bahwa kegiatan menciptakan superhero itu merupakan sebuah pemanasan untuk masuk ke kegiatan yang akan dilakukan hari ini. NS mengatakan bahwa hari ini mereka akan membuat sebuah cerita atau narrative story.
9. NS melanjutkan penjelasannya. NS mengatakan bahwa narrative story ditulis dengan pola past tense. Lalu NS menjelaskan bagian-bagian dari cerita sambil menuliskannya di papan tulis:

Parts of story:

- 1) Beginning : characters, place/setting
- 2) Conflict : problem, why?
- 3) Climax: the most exciting moment, battle
- 4) Ending: conclusion, happy ending/sad ending

10. Lalu NS bertanya apakah para siswa sudah mengerti dan apakah ada pertanyaan. Para siswa mengatakan bahwa mereka sudah mengerti.
11. NS menginstruksikan siswa agar memindahkan bangku menjadi bentuk melingkar. Para siswa segera memindahkan dan mengatur bangku. TA membantu mengatur para siswa.
12. Setelah bangku tersusun melingkar, para siswa segera duduk. NS berdiri di tengah dan menjelaskan instruksi kegiatan ini.
13. NS akan memberikan satu kalimat dan siswa yang duduk paling ujung akan melanjutkan kalimat tersebut. Siswa di sampingnya akan melanjutkan kalimat yang telah dibuat siswa sebelumnya. Masing-masing siswa diberi waktu untuk membaca dan memahami cerita yang telah dibuat sebelumnya, serta memikirkan ide cerita selanjutnya. Apabila mereka telah siap, NS akan memberi waktu satu menit kepada siswa untuk menuliskan lanjutan cerita.
14. Para siswa terlihat kurang paham. TA berdiri di tengah lingkaran dan menjelaskan kembali instruksi NS dalam bahasa Indonesia.
15. Setelah para siswa paham, permainan pun segera dimulai. NS membacakan kalimat pertama:

Once upon a time, there was an amazing group called The Terrific Tour and Travel Students. One day they went to ...

16. NS menyerahkan kertas tersebut kepada siswa yang paling ujung. Siswa tersebut terlihat memperhatikan kalimat yang tertulis di kertas itu sambil memikirkan ide cerita selanjutnya. Lalu NS menanyakan apakah siswa itu sudah siap menulis cerita. Siswa tersebut menjawab sudah siap. NS menggunakan handphone-nya sebagai stopwatch dan memberikan aba-aba kepada siswa itu. Siswa tersebut segera menulis.
17. Ketika waktu berakhir, siswa itu segera berhenti menulis. NS mengambil kertas itu dan menyerahkan kepada siswa selanjutnya. Siswa itu memperhatikan cerita yang telah dibuat. Lalu NS berkata bahwa siswa boleh bertanya kepada siswa yang mendapat giliran sebelumnya jika tidak memahami cerita tersebut.
18. Setelah siswa itu siap, NS kembali memberikan aba-aba dan siswa tersebut segera menulis cerita. Setelah waktu berakhir, siswa itu berhenti menulis dan menyerahkan kertas tersebut kepada NS.
19. Bel istirahat berbunyi. NS menghentikan permainan dan mempersilakan para siswa untuk beristirahat. Mereka akan melanjutkannya lagi setelah istirahat.
20. Bel masuk berbunyi. NS dan TA memasuki ruang kelas. Masih banyak siswa yang belum masuk ke dalam kelas. TA menyuruh salah satu siswa untuk mencari teman-temannya.
21. Setelah kira-kira lima belas menit, para siswa terlihat siap melanjutkan pelajaran.
22. NS melanjutkan permainan tersebut.

23. Para siswa yang mendapat giliran terlihat serius menulis. Siswa lainnya yang belum mendapat giliran terlihat berdiskusi memprediksi jalan cerita yang telah dibuat. Beberapa siswa tampak menanyakan vocabulary kepada TA.
24. Permainan itu pun berlangsung sampai jam pelajaran berakhir. Namun, belum semua siswa mendapat giliran. Cerita yang dibuat pun belum selesai. NS berkata bahwa mereka akan melanjutkan permainan tersebut minggu depan. NS mengambil kertas cerita tersebut dan menyimpannya.
25. Lalu NS menutup pelajaran. Kemudian NS dan TA meninggalkan ruangan.

Field Note 9

Date : May 4, 2011

Class : X UPW

Teachers' name : Mrs. Yuni

1. English Teacher (ET) memasuki ruang kelas lalu menyapa para siswa, "Good afternoon. " Lalu para siswa menjawab, "Good afternoon, Ma'am." Lalu ET bertanya lagi, "How are you today?" Para siswa menjawab, "I'm fine, and you?" ET menjawab, "I'm fine too, thank you."
2. ET menuliskan di papan tulis: Global Warming. Lalu bertanya kepada siswa, "Do you know global warming?" Para siswa menjawab, "Yes!" ET bertanya lagi, "What is it?" Seorang siswa menjawab, "Pemanasan global, Ma'am!"
3. Lalu ET bertanya apa penyebab global warming. Seorang siswa menyebutkan rubbish atau garbage. Kemudian ET bertanya apa akibat dari banyaknya

rubbish atau garbage. Para siswa menyebutkan air pollution, dirty condition, disease.

4. ET menuliskan jawaban-jawaban para siswa di papan tulis.
5. Lalu ET kembali bertanya bagaimana cara meminimalisir jumlah sampah. Seorang siswa menjawab dalam bahasa Indonesia membuang sampah pada tempatnya. ET menuliskan jawaban tersebut di papan tulis dalam bahasa Inggris. Siswa lain menjawab dengan memisahkan sampah. ET menuliskan di papan tulis lalu bertanya memisahkannya seperti apa. Para siswa menjawab dipisahkan sesuai jenisnya, misalnya plastik, kertas, dan metal.
6. Lalu ET menjelaskan tentang 3R: Reuse, Reduce, Recycle. Para siswa mendengarkan sambil mencatat di buku catatan.
7. Setelah itu, ET menyuruh siswa membentuk kelompok yang terdiri dari lima atau enam siswa. Para siswa segera membentuk kelompok.
8. Hampir sama dengan kegiatan sebelumnya, ET menyediakan beberapa gambar tentang masalah lingkungan dan bencana alam. Setiap kelompok disuruh memilih satu gambar dan mendiskusikan bagaimana cara mencegah kejadian yang ada di gambar tersebut dan bagaimana cara mengatasinya apabila sudah terjadi. Lalu tiap kelompok harus mempresentasikan hasil diskusi mereka dan kelompok lainnya boleh mengajukan pertanyaan.
9. Perwakilan tiap-tiap kelompok maju ke depan dan memilih gambar. Setelah itu, mereka kembali duduk dan berdiskusi dengan kelompok masing-masing.

10. ET duduk di meja guru dan mencatat siswa-siswa yang tidak hadir. Lalu ET berdiri dan menuliskan di papan tulis bahwa presentasi akan dimulai pukul 13.30.
11. Para siswa tampak serius berdiskusi. Mereka diijinkan membuka kamus untuk membantu menerjemahkan kata-kata sulit. Kadang siswa juga menanyakan kata-kata sulit tersebut kepada siswa dari kelompok yang lain.
12. ET kemudian berkeliling mengawasi para siswa. ET mendatangi tiap kelompok dan melihat pekerjaan mereka. Sese kali siswa bertanya pada ET dan ET menjawab pertanyaan mereka.
13. Setelah beberapa lama, ET menanyakan apakah para siswa sudah selesai mengerjakan tugas tersebut. Banyak siswa yang belum selesai. ET memberikan mereka waktu tambahan.
14. Lalu terlihat para siswa sudah selesai mengerjakan tugas tersebut. ET mempersilakan kelompok yang ingin mendapat giliran pertama untuk presentasi.
15. Kelompok tersebut maju ke depan kelas, menunjukkan gambar yang telah dipilih, dan mempresentasikan hasil diskusi mereka.
16. Salah satu anggota kelompok itu berkeliling kelas menunjukkan gambar tersebut kepada teman-temannya.
17. Kelompok itu menjelaskan situasi yang terlihat pada gambar tersebut. Mereka memberikan opini mereka, menjelaskan bagaimana mencegah fenomena itu terjadi, dan juga menjelaskan bagaimana cara mengatasinya. Lalu ET mempersilakan kelompok lain untuk mengajukan pertanyaan. Beberapa siswa

ingin mengajukan pertanyaan. ET hanya mengizinkan tiga siswa yang boleh bertanya untuk setiap kelompok yang presentasi. ET lalu menyebutkan tiga nama siswa yang boleh bertanya, mencatat nama siswa tersebut dan memberikan nilai tambahan.

18. Kelompok tersebut segera berdiskusi dan menjawab pertanyaan tersebut. Lalu ET mempersilakan mereka kembali ke tempat duduk masing-masing.
19. ET menunjuk kelompok lain untuk presentasi. Sama seperti sebelumnya, kelompok itu membuka presentasi lalu salah satu anggotanya berkeliling kelas menunjukkan gambar.
20. Kemudian mereka memberikan pendapat tentang gambar tersebut, menjelaskan bagaimana cara mencegah dan cara mengatasinya.
21. Lalu beberapa siswa dari kelompok lain mengajukan pertanyaan. ET kembali menyebutkan tiga nama siswa yang boleh mengajukan pertanyaan, mencatatnya, dan memberikan nilai tambahan.
22. Setelah kelompok tersebut menjawab pertanyaan, ET menyuruh mereka kembali duduk.
23. Presentasi pun berlanjut hingga semua kelompok mendapat giliran.
24. Lalu bel berbunyi. ET mempersilakan para siswa untuk berkemas-kemas. Kemudian ET menutup pelajaran dan memimpin doa sebelum pulang.

Field Note 10

Date : May 10, 2011

Class : X UPW

Teachers' name : Ms. Demi (Native Speaker) & Mrs. Yuni (Teacher's assistant)

1. Native Speaker (NS) dan Teacher's Assistant (TA) memasuki ruang kelas. NS menyapa para siswa, "Good morning, everyone. How are you?" Para siswa serentak menjawab, "I'm fine, thank you, and you?" NS menjawab, "I'm fine too, thank you."
2. Tiba-tiba seorang siswa berkata, "I miss you!" Siswa lainnya pun tertawa. NS tersenyum dan menjawab, "I miss you too, of course."
3. Sebelum masuk ke materi pelajaran, NS berkata bahwa pasti para siswa bertanya-tanya mengapa hari ini NS memakai sandal ke sekolah. Lalu NS menunjukkan sandalnya dan para siswa tertawa. NS lalu menceritakan bahwa dia baru kembali dari Jakarta untuk mendampingi salah satu siswa (di kelas itu) untuk mengikuti AMINEF students contest. Sepatu NS tertinggal di hotel di Jakarta. Para siswa tertawa. Lalu NS memberikan kosakata baru yaitu scatter brain. NS menjelaskan arti scatter brain. Dia berkata bahwa pikirannya ke mana-mana sehingga dia lupa hal-hal kecil. NS menanyakan arti scatter brain dalam bahasa Indonesia. Para siswa menjawab bahwa artinya lupa. Lalu TA menambahkan bahwa artinya tidak fokus. Lalu NS melanjutkan ceritanya. Dia sudah berkeliling untuk membeli sepatu baru tetapi jarang ada toko yang memiliki ukuran sepatunya. Ukurannya terlalu besar sehingga jarang ada toko yang menyediakannya. Lalu NS berkata bahwa scatterbrain juga bisa disebut

airhead yang artinya juga sama dengan scatterbrain. Dua kata itu merupakan contoh dari American slangs.

4. Kemudian NS masuk ke materi pelajaran. NS mengingatkan para siswa tentang materi yang telah mereka pelajari minggu lalu. Para siswa menjawab bahwa mereka membuat circle story minggu lalu tetapi belum selesai. Lalu NS menyuruh siswa duduk melingkar dengan urutan yang sama seperti minggu lalu.
5. Para siswa segera memindahkan kursi-kursi mereka.
6. TA membantu mengatur para siswa.
7. Lalu NS berdiri di tengah-tengah lingkaran. NS menjelaskan kembali peraturan dalam games circle story. Siswa diminta melanjutkan cerita yang telah dibuat teman di samping mereka. Siswa diberikan waktu beberapa menit untuk membaca cerita yang sudah ada sambil memikirkan ide cerita selanjutnya dan satu menit lagi untuk menulis lanjutan cerita apabila siswa sudah siap. Ketika semua siswa sudah mendapat giliran, maka cerita itu pun selesai dan salah satu siswa akan membacakan seluruh cerita tersebut.
8. NS pun berdiri di samping siswa yang harus melanjutkan cerita. NS memberikan kertas cerita bersambung tersebut. Siswa tersebut membaca dengan cermat sambil memikirkan ide cerita selanjutnya. Lalu dia berkata bahwa dia sudah siap. NS pun menggunakan handphone-nya sebagai stopwatch dan memberikan aba-aba kepada siswa tersebut untuk mulai menulis.

9. Siswa tersebut menulis dengan serius. Lalu ketika waktu habis, NS segera berkata, “Stop. Time over.” Dan siswa tersebut berhenti menulis dan meletakkan bolpoinnya.
10. NS melanjutkan ke siswa berikutnya dan seterusnya hingga seluruh siswa telah mendapat giliran.
11. Setelah siswa terakhir selesai membuat cerita, NS mengambil kertas cerita tersebut dan mempersilakan para siswa untuk beristirahat karena bel istirahat juga hampir berbunyi. Para siswa pun ke luar ruangan.
12. Bel masuk berbunyi. NS dan TA memasuki ruang kelas. TA mengatur para siswa agar segera masuk ke dalam kelas.
13. Setelah 10 menit sejak bel masuk berbunyi, semua siswa terlihat siap mengikuti pelajaran. NS pun memulai pelajaran kembali.
14. NS berkata bahwa mereka telah menyelesaikan circle story-nya. NS menanyakan apakah ada yang mau membacakan cerita tersebut. Para siswa berteriak-teriak menyebutkan nama salah satu siswa yang memiliki suara yang cukup keras.
15. NS mendekati siswa tersebut dan menanyakan apakah dia mau membacakan cerita itu. Siswa itu menyanggupinya.
16. NS mempersilakan siswa tersebut untuk berdiri di tengah-tengah lingkaran.
17. Siswa itu pun berdiri di tengah lingkaran dan membacakan cerita yang dibuat oleh para siswa di kelas tersebut.
18. Siswa lainnya serius menyimak cerita itu. Cerita tersebut berawal dari perjalanan ke Prambanan. Lalu terdapat legenda terbentuknya Candi

Prambanan. Lalu tokoh utama dalam cerita tersebut melanjutkan perjalanan tetapi dia tertidur dan bermimpi. Cerita pun berlanjut dengan munculnya tokoh-tokoh kartun seperti Sponge Bob, Dora, Tom and Jerry, etc. Para siswa tertawa mendengarnya.

19. Setelah cerita selesai dibacakan, para siswa bertepuk tangan.
20. Lalu NS kembali membahas bagian-bagian dari cerita. NS bertanya pada siswa apa saja bagian-bagian dari cerita. Para siswa menyebutkannya dan NS menuliskannya di papan tulis:

Parts of story:

- 5) Beginning : characters, place/setting
 - 6) Conflict : problem, why?
 - 7) Climax: the most exciting moment, battle
 - 8) Ending: conclusion, happy ending/sad ending
21. NS kembali membacakan cerita yang telah mereka buat. Lalu NS menunjukkan beginning, conflict, climax, dan ending pada cerita tersebut.
 22. NS tidak lupa memberikan pujian seperti very good, very cool, dan very detailed pada kalimat-kalimat yang menurut NS cukup menarik.
 23. Lalu NS bertanya apakah siswa sudah cukup jelas mengenai topik hari ini dan apakah ada yang ingin ditanyakan siswa.
 24. Para siswa diam. NS menganggap bahwa siswa sudah mengerti dan tidak ada pertanyaan lagi.

25. Waktu masih tersisa beberapa menit. NS mengisi sisa waktu tersebut dengan menceritakan pengalamannya mengikuti AMINEF Students Contest di Jakarta.
26. NS mempersilakan seorang siswa di kelas tersebut untuk bercerita. Siswa tersebut telah ditunjuk sebagai wakil dari Yogyakarta dalam mengikuti lomba tersebut.
27. Siswa itu bercerita bahwa dia bertemu dengan siswa-siswa lain dari seluruh Indonesia dan memperoleh banyak hal baru selama mengikuti masa karantina. Dia juga menceritakan bahwa dia bisa bertemu penyanyi idola yang juga menjadi juri dalam lomba tersebut. Namun, siswa tersebut gagal memenangkan lomba tersebut.
28. Lalu NS memotivasi siswa lainnya agar selalu belajar dan berusaha. Ns juga memotivasi agar para siswa menjadi lebih aktif dan lebih berani untuk bisa mendapatkan pengalaman-pengalaman baru yang lebih positif. Tidak masalah menang atau kalah, yang lebih penting adalah mereka mendapatkan pengalaman-pengalaman positif yang bisa menjadikan diri mereka lebih baik lagi
29. Para siswa terlihat sangat antusias mendengarkan motivasi dari NS.
30. Lalu NS mengatakan bahwa hari ini adalah hari terakhirnya mengajar di kelas itu. Para siswa terlihat sangat kecewa. NS lalu mengucapkan kata-kata perpisahan.
31. Bel pergantian pelajaran berbunyi. NS lalu menutup pelajaran dan meninggalkan ruang kelas.